ALAMO COLLEGES

ST. PHILIP'S COLLEGE

St. Philip's College

QUALITY ENHANCEMENT PLAN: ETHICAL DECISION-MAKING

Southern Association of Colleges and Schools Commission on Colleges
Reaffirmation of Accreditation Site Visit: October 12-15, 2015

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ORGANIZATION OF THE QEP

As a means of providing logical flow to aid the Quality Enhancement Plan (QEP) reviewer, this document outline corresponds with exceptional criteria indicators as described by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The narrative addresses each of the indicators in chronological order as they appear in the *Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Quality Enhancement Plan Guidelines: Indicators of an Acceptable Quality Enhancement Plan* matrix. This design serves to illustrate exceptional criteria and ensure all indicators are evident.

Chapters one and two address the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Core Requirement 2.12: The institution has developed an acceptable Quality Enhancement Plan that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution.

Chapters three, four and five address Comprehensive Standard 3.3.2: The institution has developed a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation and completion of the Quality Enhancement Plan (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the Quality Enhancement Plan and (3) identifies goals and a plan to assess their achievement.

Three levels of detail relevant to Quality Enhancement Plan supportive data are provided for the reviewer.

The first level is the most pertinent data and are found in tables, charts and figures located in the body of the narrative.

The second level of detail is located in the Appendices. In order to aid in efficient retrieval of information for viewing the Quality Enhancement Plan electronically, hyperlinks are provided. A parenthetical notation follows these hyperlinks indicating document location in Appendices where reviews can be conducted.

The third level of detail offered to the reviewer is via hyperlinks to *Additional Resources* located on St. Philip's College QEP website. Additional Resources are documents related to Quality Enhancement Plan development process, extended survey data and external sites of interest. These resources are too large to contain in the Quality Enhancement Plan Appendices as space is limited but are available for review online. These additional resources are not essential to the Quality Enhancement Plan document, but offer an added level of detail.

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TABLE 1 Evidence of Compliance SACSCOC Core Requirement 2.12 and Comprehensive Standard 3.3.2

Southern Association of Colleges and Schools Commission on Colleges Core Requirement 2.12

Indicator	*Exceptional*	*Evidence*	*Chapter(s)*
1 A. An institutional Process	Plan is directly related to institutional planning efforts. Topic selection involved process that generated information and specific ideas from a wide range of constituents. Selection of topic determined by representative process that considered institutional needs and viability of plan.	2014-2018 Strategic Plan 2014-2018 Strategic Plan 2015 Topic selection surveys Empirical data such as Community College Survey for Student Engagement (CCSSE)	Chapter 1 Chapter 2
1.B. Key issues identified that emerge from institutional assessment	A direct and strong relationship of QEP topic to institutional needs; clear how accomplishment of QEP would directly improve institutional/student performance.	Literature review and best practice review SWOT analysis, Context Map Topic selection surveys Empirical data such as Community College Survey for Student Engagement (CCSSE)	Chapter 1
2.A. Focus on learning outcomes and accomplishing the mission of the institution	Detailed student learning outcomes tied directly to institutional needs	Detailed student learning outcomes and the relationship to institutional needs are clearly explained	Chapter 2 Chapter 5
2.B. Focus on the environment supporting student learning and accomplishing the mission of the institution	A clear relationship between the activities of the Quality Enhancement Plan and the improvement of student learning, all tied to established institutional needs.	Key strategies are delineated to meet the Quality Enhancement Plan goal, objectives and student learning outcomes in accordance with the College Mission	Chapter 2 Chapter 5

Southern Association of Colleges and Schools Commission on Colleges Comprehensive Standard 3.3.2

Indicator	*Exceptional*	*Evidence*	*Chapter(s)*
3.A. Capability to initiate the plan	Very detailed budget information, institutional commitment of funds clearly indicated. If individuals are not yet identified, detailed job descriptions provided that indicate the specific skills and abilities needed for key personnel. Organizational structure shows clear reporting responsibilities and oversight structures.	A projected budget, job descriptions, list of key individuals and a QEP administrative organizational structure provided	Chapter 3 Chapter 4
3.B. Capability to implement and complete the plan	Very detailed timetable is provided for year by year activities including specific actions, budgetary expenditures and assessment process. Timetable indicates clearly that Quality Enhancement Plan can be realistically implemented and completed in five years.	A timeline for the implementation of the Quality Enhancement Plan is provided in addition to a timeline of the planning and pilot year activities that clearly describe key implementation tasks of the Quality Enhancement Plan. A detailed budget and budget narrative are included.	Chapter 3
4.A. Broad-based involvement of institutional constituencies in the development of the plan	Process used ensured input from all relevant constituencies in developing the plan.	Input was collected and recorded from students, external advisory committees, alumni, administration, faculty and staff throughout the plan as evidenced by surveys, meetings, calls to conversation and comment	Chapter 1 Chapter 3 Chapter 4
4.B. Broad-based involvement of institutional constituencies in the proposed implementation of the plan	All relevant constituencies have direct involvement in implementation	Implementation Team has been formed and engaged with representatives from all relevant constituencies as evidenced by meeting minutes, event agendas	Chapter 4
5.A. Identified goals of the Quality Enhancement Plan	Goals are clearly stated, lead to specific, measurable outcomes	The Quality Enhancement Plan goal and student learning outcomes along with multiple means of measurement of progress are described	Chapter 2 Chapter 5
5.B. A plan to assess the achievement of the goals of the quality enhancement plan	Assessment is based on clear outcomes, assessment methods related to outcomes, and are direct measures of these outcomes	An institutional rubric, the Defining Issues Test, Version 2 (DIT-2) and Personal and Social Responsibility Inventory (PSRI) will directly measure the QEP student learning outcomes. Indirect assessment through a variety of surveys developed for the QEP	Chapter 2 Chapter 5

ST. PHILIP'S COLLEGE PROFILE

St. Philip's College empowers our diverse student population through personal and educational growth, ethical decision-making, career readiness and community leadership… (2014-2018 Strategic Plan, mission statement, Appendix C). Since 1898, St. Philip's College has proven to be a student-centered institution with a nurturing environment where we serve each individual. As a community college, St. Philip's College is deeply committed to making quality higher education opportunities accessible, affordable and achievable.

VISION

Our vision is to become the best community college in student success and performance excellence. This is achieved by adhering to our core values: students first, respect for all, community engaged, collaboration, can-do spirit and data informed. Living our values results in quality and enhanced education for St. Philip's College students.

DIVERSE STUDENT POPULATION

St. Philip's College is among the oldest and most diverse community colleges in the nation, a comprehensive multi-campus institution dedicated to meeting educational needs of San Antonio's growing and distinct community. St. Philip's College is the only college in the nation with dual designation as a Historically Black College and Hispanic Serving Institution, with African American students comprising 12% of the student population and Hispanic students comprising 51% of the student population. As illustrated by Table 2, St. Philip's College has an enrollment of 10,514 credit students, 6,200 continuing education students (1st - 4th quarters) and 1,791 dual credit high school students (included with 10,514 credit students). The student profile as seen in Table 2, illustrates 56% of St. Philip's College students are female and 44% are male. These demographics include the military veteran student population.

TABLE 2 **St. Philip's College Student Profile 2014**

Gender		
Male	4,618	44%
Female	5,896	56%
Race		
African American	1,251	12%
White	3,053	29%
Hispanic	5,397	51%
Asian	307	3%
International	63	1%
Other	443	4%
Veterans/Non-Veterans		
Veterans	1,605	15%
Total	***10,514***	

PERSONAL AND EDUCATIONAL GROWTH

Historically Black Colleges and Universities flourished during the Reconstruction period and became an essential part of the American education culture. With vast and rich ancestry, St. Philip's College is an example of progressive transformation in American history and education. Beginning as an evening sewing class for black girls in 1898 and originating as a private institution sponsored by the Episcopal Church, the College grew from an industrial school to high school, then to a junior college. St. Philip's College transitioned from a private college to a public community college in 1942 and later transformed to a multi-campus community college.

Texas Higher Education Coordinating Board confirms that St. Philip's College provides 172 educational programs. St. Philip's College defines educational programs as plans of study that lead to an Associate Degree or Certificate. These programs are housed in Academic Success and include three academic divisions: Arts and Sciences, Health Sciences and Applied Science and Technology. Table 3 describes the number of degrees by academic division and award level.

TABLE 3 St. Philip's College Degree Awards by Academic Division and Award Level 2-16-15		
Division	**Award Level**	**Number**
Arts and Sciences	Associate of Arts, including concentrations	21
	Associate of Science, including concentrations	14
	Associate of Arts in Teaching	1
Health Sciences	Associate of Applied Science	14
	Certificate 1	10
	Certificate 2	3
	Certificate 3	2
	Advanced Technology Certificate	1
Applied Science and Technology	Associate of Applied Science	39
	Certificate 1	60
	Certificate 2	3
	Certificate 3	3
	Advanced Technology Certificate	1
TOTAL Programs Offered		***172***

Additional Academic Success divisions providing instruction for students include Interdisciplinary Programs and Continuing Education and Workforce Development. Examples of educational services offered by Interdisciplinary Programs include distance education, reference services, tailored classroom teaching provided by a librarian and assistive technology for special needs. Continuing Education and Workforce Development delivers non-credit classes, programs, seminars, workshops and certification updates.

Divisions of Student Success, College Services and two executive administrative departments of Institutional Advancement and Community and Public Relations also contribute to the accomplishment of the College mission, providing resources and support to the institution and students.

CAREER READINESS

Serving approximately 500,000 students in its 117 year legacy, St. Philip's College is noted for awarding an estimated 36,000 degrees and certificates. St. Philip's graduates and attendees have gone on to make noteworthy contributions throughout San Antonio, the State of Texas, the United States and the world. St. Philip's College graduates are trained professionals and paraprofessionals providing valuable service to the workforce population of health careers, advanced technology, law enforcement, arts, media, education, culinary, hospitality management and government agencies. Table 4 indicates the number of degrees and certificates awarded, amount of financial awards and persistence rates of First Time in College (FTIC) students for 2013-2014.

TABLE 4	Degrees, Certificates, Financial Awards, First-time in College Student Persistence
Degrees and Certificates for 2013-14	***1,357***
Associate of Arts	302
Associate of Arts in Teaching	4
Associate of Science	59
Associate of Applied Science	472
Certificate of Applied Science	520
Financial Awards for 2013-14	***$23,373,513***
Hazelwood	748
Grants	5,894
Scholarships	1,221
Work Study	57
Loans	1,586
First Time in College (FTIC) Persistence 2013-14 *	
Fall 2013 to Spring 2014	67%
Fall 2013 to Fall 2014	43%

**Excludes Dual Credit Students*

COMMUNITY LEADERSHIP AND ENGAGEMENT

St. Philip's College is identified as *A Point of Pride in the Community* as demonstrated by its legacy of community leadership. St. Philip's College Culinary Arts program was the first accredited in the State of Texas by the American Culinary Federation and has been rated exemplary by the American Culinary Federation. In its application for the Texas Award for Performance Excellence in 2013, St. Philip's was recognized for performance in areas of Leadership, Strategic Planning, Student/Stakeholder Focus and Workforce Focus. The College top-tier rankings include: number one in Texas among very large community colleges and singularly accredited institutions for awarding the most degrees and certificates to at-risk students in critical fields (science, technology, engineering and math), in addition to recognition in G.I. Jobs magazine's 2010-2015 list of Military-Friendly Schools. St. Philip's College educational programs rated exemplary in a Texas Higher Education Coordinating Board evaluation and include: Culinary Arts, Respiratory Therapy and Physical Therapist Assistant. On a national level, St. Philip's College partners with the United States Department of Education to eradicate poverty through its support of Promise Neighborhoods, United States Department of Housing and Urban Development's Choice Neighborhoods Programs.

St. Philip's engages with the community through collaboration and partnership with local high schools and universities. St. Philip's College offers Early College High School with three area high schools and Dual Credit opportunities with 50 high schools. For example, St. Philip's College partners with Memorial Early College High School and in May 2014 the first cohort of students graduated, obtaining both a high school diploma, as well as a St. Philip's College degree and/or certificate. In May 2015, another Memorial Early College High School cohort graduated. St. Philip's extends community leadership and engagement to the University of Houston through an articulation agreement which leads to a Bachelor's degree in Hotel and Restaurant Management. Similarly, St. Philip's College partners with the University of the Incarnate Word School of Optometry, which results in an educational pathway to a Bachelor's degree and a Doctoral degree in Vision Science. Additional community engagement programs include service learning in health, poverty and hunger awareness, Women in Non-Traditional Occupations recognition, the adoption of Bowden Elementary School and the Volunteer Income Tax

Assistance Program. St. Philip's College continues to cultivate mentorship, sponsor youth employment and enrichment programs and broaden its commitment to the community.

COLLEGE LEADERSHIP

Since its inception in 1898, St. Philip's College has been fortunate to have leadership that exemplifies a strong dedication to students. This dedicated leadership began with James Steptoe Johnston, a bishop of St. Philip's Episcopal Church of the West Texas Diocese, who founded St. Philip's School, beginning as an evening sewing class for the daughters of recently-emancipated slaves.

Dedicated leadership continued into the 1930s when Artemisia Bowden, the president of St. Philip's College, fought to keep the school afloat during the Great Depression. Ms. Bowden is considered the savior of St. Philip's College as she frequently used her own money to pay teachers and to keep the doors of the school open. In one fundraising effort, she traveled around the country with a singing quartet of students soliciting donations for the historically black college.

In 1951, St. Philip's College earned accreditation from the Southern Association of Colleges and Schools. St. Philip's College was the first community college in San Antonio, Texas, to be accredited by the Southern Association of Colleges and Schools.

Today's president, Dr. Adena Williams Loston, came to St. Philip's College in 2007 from the National Aeronautics and Space Administration (NASA), where she served as Chief Education Officer at NASA Headquarters and Director of Education for Orbital and Sub-Orbital Projects at Goddard Space Flight Center, Wallops Flight Facility. Dr. Loston was recognized as one of the 25 most powerful individuals in San Antonio, Texas, in the April 28, 2014 WOAI News story "The 25 of 2014." Forsyth (2014) explains, "St. Philip's under her leadership has become a national leader in the absolutely critical goal of making sure advanced education, especially the science, engineering and mathematics of which she is such a passionate advocate, is available to all young people equally, regardless of ZIP code. Dr. Loston clearly understands that we make the community stronger by making everybody in the community as strong as they can be."

St. Philip's College is proud to continue this tradition of dedicated leadership. St. Philip's Organizational Chart (Appendix J) describes the administrative structure including senior leadership positions.

EXECUTIVE SUMMARY

St. Philip's College selected "Ethical Decision-Making" as the focus of St. Philip's College's Quality Enhancement Plan (QEP). Ethical Decision-Making is the ability to connect values and choices to actions and consequences. According to a 2002 national report, *Greater Expectations: A New Vision for Learning as a Nation Goes to College*, there is a pressing "need for higher education to develop 'responsible' learners, whose 'sense of social responsibility and ethical judgment' (Swaner, 2005, p. xii) is marked not only by intellectual honesty, but also by 'discernment of . . . ethical consequences' of personal actions and 'responsibility for society's moral health and for social justice (Swaner, 2005, p. 14)." Student framework development for making ethical choices provides learning that lasts beyond the classroom and equips students with a practical skillset for the 21st century.

The QEP was developed and inspired by a broad array of constituents within the St. Philip's College community who are dedicated to student learning and success, inside and outside the classroom. Extensive research, discussion and debate provided direction as the College developed a successful and assessable QEP proposal. During the selection and vetting process, St. Philip's College students, faculty, staff, administrators, alumni and external advisory committee members refined the theme of the proposal from the broad concept of "personal responsibility" to "ethical decision-making." These terms are often used interchangeably in existing literature. Our communities' definitions of these terms are also closely related. Hence, after thoughtful review of academic literature, accrediting agency requirements, St. Philip's College Strategic Plan and internal analyses, the topic "Ethical Decision-Making" was selected.

The topic of "Ethical Decision-Making" aligns well with St. Philip's College Mission:

> *"St. Philip's College empowers our diverse student population through personal and educational growth, ethical decision-making, career readiness and community leadership…"* (Appendix C)

Furthermore, a QEP focused on "Ethical Decision-Making" supports our strategic plan, in particular St. Philip's College Strategic Objective 2 and 2a as illustrated below:

> *2. Provide opportunities for St. Philip's College students and employees to develop as leaders;*
>
> *2a. Incorporate ethical decision making into the culture and curriculum of St. Philip's College.*

Please note that assessment of personal responsibility includes assessment of ethical decision-making at St. Philip's College. The assessment process will be explained in more detail throughout the QEP. The goal of the QEP is for students to engage in specific measurable academic activities that provide opportunities to enhance ethical decision-making skills. Student learning outcomes that will be enhanced as a direct result of this Quality Enhancement Plan are:

1. Values: Students gain skills to assess their own values.
2. Ethical Issues: Students identify and are knowledgeable of ethical issues.
3. Perspectives: Students analyze various ethical perspectives.

Four key strategies will drive this Quality Enhancement Plan. *The first strategy* is to provide faculty and staff professional development to enhance skills and create learning activities that support student ethical decision-making. *The second strategy* is to facilitate faculty-student best practice sharing to enable continuous improvement across the QEP five-year plan. *The third strategy* is to engage students in ethical decision-making learning opportunities. *The fourth and final strategy* is to develop St. Philip's College community-wide ethical decision-making awareness.

The regular assessment of student learning outcomes will illustrate the effectiveness of QEP awareness and implementation and allow for continual improvement as the plan progresses. The information gleaned from ongoing research in teaching and assessing ethical decision-making will provide opportunities to enhance student learning, thus improving institutional effectiveness.

Hersh and Schneider propose "…by their very nature as educational institutions, colleges and universities inescapably influence students' values and ethical development…" (2005, p. 9). Consequently, St. Philip's College plans to exert influence in a positive way that achieves desirable outcomes. As a college community, we will collaboratively pursue the desire to promote the integrity of our institution and equip students with opportunities to develop ethical decision-making skills.

Chapter 1

AN INSTITUTIONAL PROCESS

Chapters one and two explain how St. Philip's College fulfills criteria for the Quality Enhancement Plan per the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Core Requirement 2.12. These chapters include rationales and explanations of how the QEP is related to institutional planning and need, based on information obtained from assessment data. A detailed description of the topic selection process is provided which explains representative processes used to reach the final topic of the Quality Enhancement Plan.

INSTITUTIONAL PLANNING

Embedded and interwoven in St. Philip's College's institutional planning process is the development of the Quality Enhancement Plan. Good to Great is an annual strategic planning event that engages college employees and administrators, as well as external stakeholders in the community in an examination of internal goals, processes and outcomes. Over 90 participants form collaborative teams that help guide the College in development of its vision, mission and strategic direction.

During the 2013 Good to Great Retreat, the viability of college success initiatives, such as the Quality Enhancement Plan, were discussed. Collectively, decisions were made to formalize proposals for the future Quality Enhancement Plan. Based on institutional analyses and ultimately a vote, personal responsibility was chosen as the topic for St. Philip's College QEP.

Accomplishments from 2013 were celebrated and the group performed an institutional Strengths, Weaknesses, Opportunities, and Threats analysis. The College Context Map (Appendix A) was updated with the results of the environmental scanning. A review of the College Scorecard (Appendix T), Context Map and Strengths, Weaknesses, Opportunities and Threats analyses guided St. Philip's College in identifying strategic advantages and strengths as well as vulnerabilities. The refined strategic plan (Appendix B) was introduced to department chairs, directors, the Alamo Colleges Board student liaison, deans and unit supervisors, all of whom used the College strategic objectives and action plans to guide development and/or refinement of the 2014 Operational Unit Assessment Plans. Each Operational Unit Assessment Plan must support in whole or in part, the College's action plans, and include the Quality Enhancement Plan. For example, beginning in Fall 2016, programs will incorporate program student learning outcomes that address ethical decision-making in their Operational Unit Assessment Plan.

Subsequent Good to Great Retreats held in 2014 and 2015 continued to perpetuate institutional planning and propagate the QEP. A revised St. Philip's College mission statement, now incorporating ethical decision-making, stemmed from the 2015 Good to Great Retreat. The 2014-2018 Strategic Plan, updated in 2015, is available for review in Appendix C.

PLANNING BUDGET AND ASSESSMENT

The Quality Enhancement Plan is incorporated into the College Planning, Budget and Assessment Cycle (Appendix D). The Planning, Budget and Assessment Cycle serves as the guiding force behind formal performance improvement activities. In addition, the Planning, Budget and Assessment Cycle assists the College in addressing strategic objectives, allowing for year-round flexibility that permits preview and/or alternative action on unforeseen challenges and opportunities. The updated QEP budget was approved, July 2015, as part of the Planning, Budget and Assessment Cycle.

REVIEW OF ACCREDITING GUIDELINES

Of critical importance to St. Philip's College planning efforts is the review of agencies to which we are accountable. The Texas Higher Education Coordinating Board requires institutions to provide a core curriculum. According to the Texas Higher Education Coordinating Board, the purpose of the core curriculum is, "Through the core curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world; develop principles of personal and social responsibility for living in a diverse world; and advance intellectual and practical skills that are essential for all learning" (Coordinating Board Rules Chapter 4 Subchapter B §4.28). Core Objectives of the curriculum must include Critical Thinking Skills, Communication Skills, Empirical and Quantitative Skills, Teamwork, Social Responsibility and Personal Responsibility.

St. Philip's College began integrating these new core objectives into the core curriculum in Fall 2013. The College identified foundational component areas within the core curriculum in which students gain knowledge. For example, personal responsibility is assessed in the foundational component areas identified as:

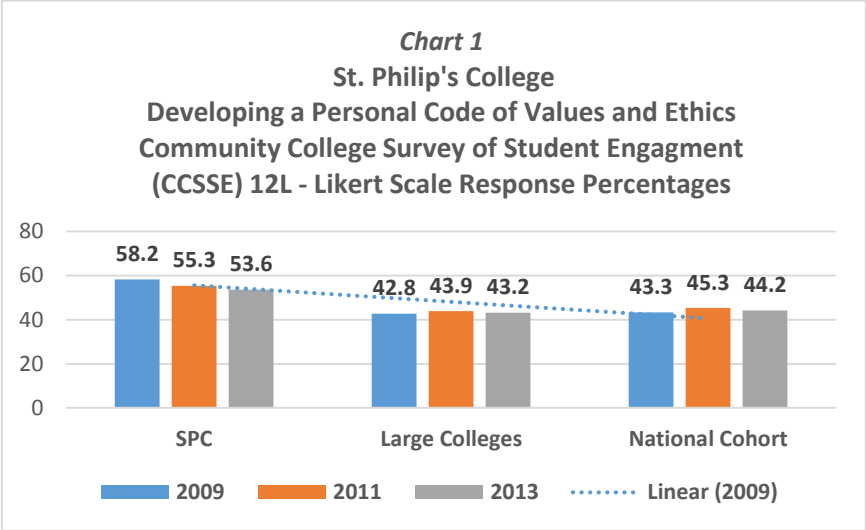
"St. Philip's College students will demonstrate the ability to connect values choices, actions and consequences to ethical decision-making."

- Communication
- Language, Philosophy and Culture
- American History
- Government/Political Science

The College developed institutional student learning outcomes with associated rubrics in order to evaluate student attainment of core objectives. Courses that measure student progress toward personal responsibility use one of these institutionally-developed rubrics. As the QEP Core Team was conducting internal analyses as part of the QEP development process, the St. Philip's College Core Assessment Rubric (Appendix E) was reviewed as well. The rubric, based on the Texas Higher Education Coordinating Board (THECB) explanation of personal responsibility states, "Personal Responsibility: St. Philip's College students will demonstrate the ability to connect choices, actions and consequences to ethical decision-making." This statement from the THECB rubric became the basis of the focus statement for the QEP.

As we implement the QEP, we satisfy requirements of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) as well as requirements of the Texas Higher Education Coordinating Board. This synergistic approach of QEP alignment within existing infrastructure allows St. Philip's College to optimize resources and customize current institutional assessment practices.

NEED BASED ON INSTITUTIONAL ASSESSMENT



As development of the QEP progressed, the topic of personal responsibility was narrowed to ethical decision-making. St. Philip's College reviewed Community College Survey of Student Engagement (CCSSE) data results for Question 12L: "How much has your experience at this college contributed to your knowledge, skills, and personal development in… developing a personal code of values and ethics?" This question was used to determine student perception of the College environment in this area. Response options for students included "very little", "some", "quite a bit" and "very much". The results demonstrate that student perceptions regarding the development of a personal code of values and ethics exceeded that of other large colleges and the national CCSSE cohort in 2009, 2011 and 2013. However, a trend comparison for St. Philip's College illustrates student perceptions of "development of a personal code of values and ethics" decreased: 2009 (58.2%); 2011 (55.3%); 2013 (53.6%) as seen in Chart 1. Percentages displayed are the sum of student responses for "quite a bit" and "very much". This indicates that College intervention is needed to reverse the downward trend and an institutional need exists to improve student skills in this area.

Currently, there is no systematic plan to provide ethical decision-making instruction to St. Philip's College students. Students enrolled in the nursing, allied health fields and applied sciences are educated in the application of a Code of Ethics in their coursework. Kuh and Umbach in the 2004 report *College and Character: Insights from the National Survey of Student Engagement* explain, "…students in pre-professional fields such as health sciences and pre-law report gaining more in character development than their colleagues in the traditional arts and sciences fields" (p. 47). The question then is how do we develop ethical decision-making skills in the majority, if not all, of the students that matriculate through St. Philip's College? Looking at curriculum and programs with this question in mind, an observation can be made that entering freshmen take Student Development 0370 -Foundations of College Learning, a first-year seminar course. To engage students early in their experience with the QEP, the first-year seminar courses will be targeted by the QEP plus courses in the following foundational component areas:

- Communication
- Language, Philosophy and Culture
- American History
- Government/Political Science

For instance, ENGL 1301 Freshman Composition I falls within the foundational component area of Communication. All courses within these four foundational component areas are housed in the Arts and Sciences Division. In order to close potential gaps, the QEP increases the number of learning opportunities for students to develop skills in ethical decision-making.

This approach will allow the College to reach students early in their college experience in order to maximize impact of the QEP, in addition to providing scaffolding for student learning. Consequently, all St. Philip's College students receive instruction in ethical decision-making. The following sources provided a need-based assessment to promote student learning in the area of ethical decision-making:

- 2013 Context Map (Appendix A)
- Texas Higher Education Coordinating Board core requirements
- Literature Review (to be discussed on page 15)
- Student Focus Groups/Walkabouts (Appendix F)
- SPC Constituent Survey (Appendix F)
- Phi Theta Kappa Student Survey (Appendix F)
- Community College Survey of Student Engagement

TOPIC SELECTION PROCESS

Topic selection processes generated information and specific ideas from a wide range of institutional internal and external constituents. The process for identifying a focus area for the Quality Enhancement Plan was led by the Vice President of Academic Success in collaboration with deans and directors. The venue for discussion and deployment of the process was the Deans and Directors Council weekly meetings. Deans and Directors are senior leaders in divisions and offices at St. Philip's College. These meetings provided the greatest opportunity for assessment of student need and identified areas with greatest potential for impacting student outcomes in a positive way. In addition, the process ensured input from all relevant institutional internal and external constituencies directly involved in the QEP implementation.

Selection of the topic was determined through a representative process that considered institutional need and viability of the plan. At the April 8, 2013, Deans and Directors Council meeting, a list of 12 potential topics (Appendix G) was proposed, discussed and finalized after a review of best practices in higher education related to student learning and consideration of various perspectives.

The first five topics were incorporated from the Texas Higher Education Coordinating Board Core Objectives (Communication, Empirical and Quantitative Skills, Teamwork, Personal Responsibility and Social Responsibility). Critical Thinking Core Objective was excluded from the topic list, as this topic served as the former Quality Enhancement Plan since 2006. The remaining seven topics were derived from literature and web searches of best practices in higher education. These topics also identified internal needs related to the college mission.

TOPIC SELECTION SURVEY

The Deans and Directors Council approved a survey for deployment to the college community requesting input from faculty, staff and administrators to prioritize topics and identify three focus areas that have the potential for most impact on student learning. The QEP Topic Selection Survey (Appendix I) was administered by the Student Learning Outcomes Assessment Office. The survey was open for input from April 15, 2013 through May 3, 2013

and advertised through the St. Philip's College QEP website at http://www.alamo.edu/spc/qep/ in order to garner the greatest participation.

RESULTS OF TOPIC SELECTION SURVEY

Based on mean of weighted scores, faculty and staff selected Personal Responsibility, Communication and Empirical and Quantitative Skills as the top three focus areas having the most potential for impact on student learning as seen in Table 5.

TABLE 5	**QEP Topic Survey Results**
Top 3 Topics Weighted Results (Scale 1 -5)	
1. Personal Responsibility	4.09
2. Communication: Writing Across the Curriculum	4.04
3. Empirical and Quantitative Skills	3.78

- Response item: Rank each proposed Quality Enhancement Plan Topic from most important (5) to least important (1).
- Survey Participants: 123
- Administrators: 6%; Faculty: 76%; Professional 19%; Classified: 8%

FINAL SELECTION AT COLLEGE-WIDE GOOD TO GREAT RETREAT

Having gathered representative input from faculty, administrators, staff and students at the College, the QEP final selection process was brought forth for discussion and action at the college-wide Good to Great Retreat in May 2013. A presentation of the QEP topic selection process was made by the Vice President of Academic Success, following a question/answer session, leading to further clarification of potential topic areas.

At the end of the discussion, participants were invited to vote on the final topic from the top three focus areas using hand-held electronic devices. Results of the vote are listed in Table 6, indicating that Good to Great participants preferred Personal Responsibility as the final focus of the 2016 Quality Enhancement Plan.

TABLE 6	**Results of Good to Great Vote**	
Topic	**%**	**Rank**
Personal Responsibility	42%	1
Communication (Writing Across the Curriculum)	37%	2
Empirical and Quantitative Skills	21%	3

PERSONAL RESPONSIBILITY PRESENTATION DURING FALL 2013 PROFESSIONAL DEVELOPMENT WEEK

The 2016 Quality Enhancement Plan topic, Personal Responsibility, was unveiled at the Fall 2013 All College Meeting. During this meeting, the college community was invited to participate in the fall professional development workshop, titled "Teaching and Assessing Personal Responsibility," and to volunteer for the QEP Core Team. The QEP Core Team was formally announced and charged with development of the QEP at the College's Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Kickoff in early Spring 2014. This event was held to introduce the community to the topic, spread the word and generate

enthusiasm for reaffirmation by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). At the beginning of Fall 2014 semester, co-directors for the QEP were appointed and a QEP Steering Committee was formed to provide additional input in the development of the QEP. The QEP Core Team met weekly beginning in Spring 2014. In Fall 2014, additional members were included to ensure representation from all divisions across the college. Since Fall 2014, QEP co-directors met weekly with the Presidential Cabinet to provide updates on the progress of the QEP and receive feedback. The Presidential Cabinet is comprised of the College senior leadership team.

MODIFYING THE TOPIC

Prior to the decision to refine the focus of the topic, the QEP Core Team developed a working draft of many aspects of the QEP. However, the team encountered difficulty with developing a specific action plan. In October 2014, our Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) liaison suggested that our current topic, Personal Responsibility, was too broad and that we should narrow our focus to a particular facet of personal responsibility. It was also recommended that we work to expand involvement in the process. The following methodology describes how the topic was modified as well as how involvement in topic selection was expanded.

METHODOLOGY

The QEP Core Team implemented a two-tier process. An additional tier became available as Phi Theta Kappa students shared results of a related student survey project to which they were assigned through the President's office. The data collection and the analysis began on October 14, 2014, and concluded on November 19, 2014.

I. First Tier: Preliminary Data Collection/Student Focus Groups/Walkabouts

Preliminary Data was collected by the College, targeting St. Philip's College students to sharpen the focus of personal responsibility. Preliminary questions were administered to students during Homecoming Week Pep Rallies, which took place on Martin Luther King Campus (October 14, 2014) and Southwest Campus (October 15, 2014). Students responded to an open-ended survey questionnaire: *1. As a student, what does personal responsibility mean to you? 2. What are some things a student can do to demonstrate personal responsibility?* Results were collected in hard copy format from which the following data analysis was derived. The first survey was distributed on October 14, 2014, and yielded (N=84) student participant responses. The second and third surveys were distributed respectively on October 15, 2014/October 16, 2014 (N=23). A total (N=107) responses were collected from St. Philip's College students in the context of social settings. These responses were collected in hard copy format and transferred into an Excel spreadsheet for theme extraction by the researcher. A total of (N=8) themes were extracted from the open-ended student responses. These themes included the following: Academic Responsibility, Non-Academic Responsibility, Compliance, Ethical Responsibility, Leadership, Respect, Hygiene and "other." Descriptive data illustrates the mean percentages for the thematic responses as seen in Table 7.

TABLE 7 Mean Percentages for Thematic Responses from QEP Student Survey	
Theme	**Mean % of total responses**
1. Academic Responsibility	18%
2. Non-Academic Responsibility	35%
3. Compliance	21%
4. Ethical Responsibility	7%
5. Leadership	7%
6. Respect	7%
7. Hygiene	1%
8. Other	1%
Non-Academic Responsibility + Ethical Responsibility	42%

RESEARCHER THEMATIC DEFINITIONS

1. Academic Responsibility was defined by responses/themes dealing with academic responsibility: maintain good grades, be proactive in school, hone organization skills for school purposes, etc.

2. Non-Academic Responsibility was defined by responses/themes falling outside the realm of academic responsibility. Neither school nor academics were included in this thematic category. For example, many responses included statements such as “taking personal responsibility for my future, to better myself and my family.”

3. Compliance was defined by responses/themes dealing with compliance issues, such as attending class, being on time and submitting homework/classwork as assigned.

4. Ethical Responsibility was defined by responses/themes dealing with ethics and integrity. Some responses here included, “Personal responsibility is doing what is right.”

5. Respect was defined by responses/themes dealing with respecting oneself and others.

6. Leadership was defined by responses/themes dealing with acting responsibly through leadership.

7. Hygiene was defined by responses/themes dealing with hygiene.

8. Other was defined by responses/themes that did not fit into any thematic category.

Researcher thematic definitions number 2 and number 4 were later merged after review of responses by an additional expert assessment reviewer due to the close nature of the student responses in these two categories. Thus, ethical decision-making accounted for 42%.

II. Second Tier: SPC Constituent Survey

From preliminary analysis of eight themes, the QEP Core Team decided to focus the analysis further on two themes: Academic Responsibility and Ethical Responsibility. To secure one dominant theme, a SPC Constituent Likert-scale Survey was deployed with one open-ended question. A mixed methods instrument was created by the QEP Core Team and validated through validation trials (2-3 day process).

The SPC Constituent Survey was distributed from November 5, 2014 until November 19, 2014. On November 5, 2014, students, faculty, staff, 1,484 alumni and two external advisory committees were sent an email and asked to complete this survey.

On November 6, 2014, one external advisory group was contacted to complete the QEP Constituent Survey. Another external advisory group was contacted on November 7, 2014, and two external advisory committees on November 10, 2014. The emails were distributed by St. Philip's College Community and Public Relations Department. The population of participants included 1,484 alumni and 469 external advisory committee members. Data analysis proved that over 68% of the total participants reported ethical responsibility as the most important aspect of personal responsibility. Advisory external committee groups included advisory committees for workforce programs in the Division of Applied Science and Technology and the Division of Health Sciences. Results of the SPC Constituent Survey are available in *Additional Resources* section of the SPC QEP website.

III. Third Tier: Phi Theta Kappa Student Survey

Per request of the College President, Phi Theta Kappa Society Honor Society members from St. Philip's College issued a short Demographic and Qualitative Survey (Appendix L) in hardcopy format to students throughout St. Philip's College. This data collection took place from November 5, 2014, until November 14, 2014. Phi Theta Kappa Honor Society members obtained 90 valid responses in support of SPC Constituent Survey findings. On November 19, 2014, Phi Theta Kappa Honor Society members shared qualitative and quantitative findings with the QEP Core Team and reported that ethical responsibility proved to be the dominant theme among St. Philip's College students. Approximately 70% of the 90 student surveys exhibited ethical responses. This three-tier methodology process is summarized in the document titled: Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) QEP Methodology Timeline (Appendix F).

DIVISION INPUT

In order to provide an update to the college community regarding the decision to adjust the topic and also gain input in smaller group settings, two representatives from the QEP Core Team met with each college division from November 12th – November 19th, 2014 as seen in Table 8.

TABLE 8 **QEP Division Meeting Roundtables and Open Forums**	
Division	**Meeting Date**
Applied Science and Technology	11/12/2014
Arts and Sciences	11/12/2014
College Services	11/14/2014
Continuing Education	11/12/2014
Health Sciences	11/19/2014
Interdisciplinary Programs	11/12/2014
Student Success	11/12/2014

QEP Core Team members facilitated discussion and gathered data in either small round table groupings or in a open forum method at each St. Philip's College Division meeting in November 2014. Division Meeting input was used in the development process of the QEP and members of the QEP Core Team shared progress of the QEP with the college community during the November 11, 2014, Call to Conversation, which is a forum for sharing pertinent information with college constituents as well as answering questions and receiving feedback.

The QEP team refocused research and literature review on ethical responsibility, an aspect of personal responsibility. Internal research revealed the current rubric developed at St. Philip's College for Texas Higher Education Coordinating Board assessment of personal responsibility aligned well with this more focused topic of ethical decision-making as the rubric described the following: *Personal Responsibility: St. Philip's College*

students will demonstrate the ability to connect choices, actions and consequences to ethical decision-making (Appendix E).

Based on the previously described processes and information, in late November 2014, the initial QEP topic of personal responsibility was updated to ethical decision-making. At this time, the QEP Core Team renewed its efforts on developing the QEP proposal and completed a framework (Appendix K) in December 2014.

ETHICAL DECISION-MAKING AS THE QEP TOPIC

In January 2015, the QEP Core Team began communicating status of the QEP proposal with relevant constituents. St. Philip's College QEP Updates were presented with opportunities for audience feedback as indicated in Table 9:

TABLE 9 **St. Philip's College QEP Updates and Feedback Sessions**	
Meeting	**Date**
Presidents and Vice-Chancellors Meeting	1/12/15
All College Meeting	1/12/15
Arts and Sciences Division Meeting	1/13/15
Health Sciences Division Meeting	1/13/15
Applied Science and Technology Division Meeting	1/13/15
Alamo Colleges Board of Trustees	1/13/15
Adjunct Faculty Meeting	1/14/15

Feedback received regarding QEP topic selection was positive and the campus community was willing to engage our students in learning opportunities to develop ethical decision-making skills.

In addition to campus surveys and Community College of Student Engagement (CCSSE) data, a review of the literature also supports ethical decision-making. A successful Ethical Decision-Making QEP will directly improve student learning and institutional performance.

LITERATURE REVIEW, BEST PRACTICES AND PERFORMANCE IMPROVEMENT

> *"If one looks at failed leaders, they typically fail not because they lack intelligence, rather because they lack wisdom and behave foolishly. … Wise thinking can be taught in the context of almost any discipline." (*Sternberg, Reform Education, pp.46-47, 2013).

IMPORTANCE OF ETHICAL DECISION-MAKING

Community colleges have a unique place in higher education: a diverse population not only in cultures and ethnicities, but also in ages. Community colleges serve students still in high school and non-traditional students enrolling to develop work skills. For both groups, though, college is still a time of self-reflection, defining or re-defining who they are and what they believe (Colby and Sullivan, 2009; Sternberg, 2013; Swaner, 2005). College offers an excellent opportunity to develop "wise thinking" skills. Developing wisdom and ethical reasoning in students can lead to the level of intellectual engagement that college success requires (Colby and Sullivan, p. 24). Research conducted by Hart Research Associates found that when hiring, employers place the greatest degree of importance on ethics, intercultural skills and professional development (2013, p. 6).

The question often arises whether it is "the business" of higher education to address moral issues with students. The response from Hersh and Schneider (2005) and the American Association of Colleges and Universities' *Greater Expectation Report* (2002), is that it is not only a part of higher education, it is our obligation to do so. The culture of the college will have an impact and teaching only skills and passing along knowledge without developing wisdom and ethics does not adequately prepare students for life-long learning (Colby and Sullivan, p. 27).

Hersh and Schneider (2005) quote American Association of Colleges and Universities *Greater Expectations: A New Vision for Learning as a Nation Goes to College* (2002) and *Taking Responsibility for the Quality of the Baccalaureate Degree* (2004) as follows:

> The increasing recognition of personal and social responsibility as a goal for college learning was captured in AAC&U's 2004 report *Taking Responsibility for the Quality of the Baccalaureate Degree*. This report provides a concise summary of the outcomes considered important for many of the professions (e.g., education, business, engineering and health) as well as for the higher education community as a whole. Ethics, values and personal and social responsibility emerge as prominent themes in the professions' goals for student learning in college (p. 13).

In *Educating for Personal and Social Responsibility,* Swaner cites studies which suggest, "that the primary cognitive task of college is not simple content mastery (the traditional focus of most courses) but, rather, meaningful engagement with content that facilitates development of complex moral judgments and understanding of self as part of larger social contexts" (2005, p. 16). Swaner summarizes, "When considered from a social learning perspective, educating for personal and social responsibility primarily involves shaping a moral campus environment" (p. 17).

Puka adds, "From this vantage point, calling for special courses or programs in collegiate ethics seems odd as do attempts to integrate ethics across the curriculum. It's already there. It must merely be found, highlighted and developed further. Ethics is know-how developed in pursuits that are worth doing. It is know-how distinguishing better and worse values or goals, especially through practice and experience, reflection and discussion with others" (2005, p. 25).

From these studies, and from internal research findings and surveys, the QEP Core Team determined that bringing students into a college culture that values ethical decision-making and stresses that value throughout the community will provide a stimulating environment for students to explore their own self-identity, to discover their core values and to learn how their actions demonstrate their core values. Helping our students discover their core values is linked to motivating students' desire to learn (Colby, p. 24).

The focus of the Quality Enhancement Plan on ethical decision-making serves to develop responsible learners, capable of demonstrating knowledge and wisdom. Students who develop self-authorship will enhance the learning experience for themselves and for other students in the classroom, ultimately allowing the students to use their skills when leaving St. Philip's College to be more engaging and productive members of communities. Helping college students take responsibility for their academic and personal life choices is developed through promoting deep reflection on their own experiences (Barber, King, Baxter and Magolda, 2013, p. 891).

According to the American Association of Colleges and Universities there are specific activities in the classroom that will develop the skills and intelligences in students to become more responsible students and citizens, developing an understanding of "how abstract values relate to decisions in their lives" (Greater Expectations, p. 23). Therefore, fostering such skills in our students will serve them throughout their educational endeavors and in their personal lives. As Coffman maintains, "By teaching responsibility, as well as content, in our classrooms,

we can enhance learning, raise the level of our classes and produce more responsible members of society" (2003, p. 2).

The American Association of Colleges and Universities (n.d.) in *Character Traits Associated with the Five Dimensions of Personal and Social Responsibility* describes five dimensions. The College reviewed the dimensions and from these gleaned traits associated with personal responsibility, development process and ethical decision-making. The dimensions are quoted as follows:

Five Dimensions

1. Striving for excellence: developing a strong work ethic and consciously doing one's very best in all in all aspects of college;
2. Cultivating personal and academic integrity: recognizing and acting on a sense of honor, ranging from honesty in relationships to principled engagement with a formal academic honors code;
3. Contributing to a larger community: recognizing and acting on one's responsibility to the educational community and the wider society, locally, nationally and globally;
4. Taking seriously the perspectives of others: recognizing and acting on the obligation to inform one's own judgment; engaging diverse and competing perspectives as a resource for learning, citizenship and work;
5. Developing competence in ethical and moral reasoning and action: developing ethical and moral reasoning in ways that incorporate the other four responsibilities; using such reasoning in learning and in life (American Association of Colleges and Universities, p. 3).

These dimensions were referenced in the creation of the Personal and Social Responsibility Inventory which St. Philip's College will use for QEP pilot assessment in Fall 2015. Rubrics developed from these dimensions were also referenced in the development of the Ethical Decision-Making/Personal Responsibility/Core Objectives Rubric (Appendix E) used by St. Philip's College. The college experience offers an ideal time for students to explore these dimensions as they develop the skills necessary for assessing their own values, for developing the ability to identify and reckon with ethical issues and for learning to analyze various ethical perspectives. This will be each student's own journey with instructors being the facilitators of students, "participating actively, acting as agents of their own growth and development and drawing their own conclusions" (Liddell, 2012, p. 17).

BEST PRACTICES

Review of other institutions with ethical decision-making in QEP topics provided valuable insight into effective methods for cultivating student ability to engage in ethical reasoning. Additionally, ideas were obtained for how to successfully measure student growth in ethical decision-making and prepare faculty to implement instruction. St. Philip's QEP Core Team reviewed Quality Enhancement Plans developed by William Peace University, Hardin-Simmons University, Texas Tech University and Campbellsville University. Common themes derived from analysis of these plans provided areas for St. Philip's College to emulate in our ethical decision-making Quality Enhancement Plan. For example, the choice to use the Defining Issues Test, Version 2 for direct assessment of student learning resulted from observing that a version of the instrument was used at Texas Tech University, Hardin-Simmons University and Campbellsville University.

As well as consideration of best practices from other colleges, St. Philip's College intends to facilitate ongoing best practice sharing among institutional constituents. The QEP Implementation Team will work to get campus-wide involvement with student-centered learning opportunities for developing ethical decision-making skills. Faculty effectively developing these skills in their classrooms will be asked to share their strategies with other

faculty and staff through professional development activities and mentoring (O'Neill, p. 57). Faculty will have many ways of providing learning experiences for developing ethical decision-making skills in students. Case studies, service learning, viewing films and generating their own ethical case studies (Jones, 2009, pp. 34-35) are options. There are many curricular and co-curricular opportunities to develop the skills in students. The main aim, as Kidder suggests in *How Good People Make Tough Choices,* is to prepare the students so that, "when the moment for action arrives, the thinking has already been done, the impulses neutralized and the intuitions prepared to lead to resolutions that make the world a better place" (2009, p. 69).

PEFORMANCE IMPROVEMENT

Why does St. Philip's College need a QEP concentrated on ethical decision-making? Based on extensive literature review, institutional need and in keeping with our heritage, mission, vision and values, ethical decision-making provides a germane focus for our QEP. The topic of ethical decision-making will provide impetus for students to discover their own core values and to reckon with ethical dilemmas through the use of applicable vignettes and other carefully designed learning assignments in preparation for application of learning in a "real-world" context. As a result, students will leave St. Philip's College with skills to provide ethical leadership in work places and social communities. A key issue emerging from 2013 Good to Great context map (Appendix A) is the institutional need to respond to the ongoing demand for a skilled workforce. Hart Research Associates (2013) reported that employers are seeking ethical employees. Ethical decision-making as a topic ties in well as part of our intentional learning structure for enabling our students to achieve learning outcomes, as our previous QEP focused on critical thinking and is now infused into our curriculum. This QEP will create a learning environment that will foster development of "virtues such as honesty, self-discipline, respect, loyalty and compassion" (Hersh and Schneider, 2005, p. 8). These student virtues are crucial and necessary for employment, as employers seek these characteristics in employees.

A direct and strong relationship exists between this QEP and our institutional needs. Completion of this plan will improve institutional and student performance. Research indicates that a significant correlation exists between student personal responsibility and persistence (Singg and Ader, 2001). We will gauge our success in completing this QEP by measuring specific student learning outcomes through both direct and indirect measures. Additionally, we will improve the ability to gather valid data by providing faculty support in development of assignments and systematically assessing student performance and our assessment methodologies. A thorough explanation of our assessment plan and the positive results we anticipate for students and the College is included in Chapter 5: Assessment.

Chapter 2

FOCUS OF THE PLAN

Chapter 2 of the Quality Enhancement Plan describes expected student learning outcomes (SLOs) and how the student learning outcomes relate to St. Philip's College mission. In addition, this chapter illustrates how planned QEP activities will enhance ethical decision making. Furthermore, this chapter highlights the Quality Enhancement Plan emphasizing both a classroom and college environment that support student learning.

FOCUS ON THE MISSION AND STUDENT LEARNING OUTCOMES

INTEGRATION AND CONSISTENCY WITH STRATEGIC PLAN

St. Philip's College mission is *to empower our diverse student population through personal and educational growth, ethical decision-making, career readiness and community leadership*…(Appendix C). A QEP that works to enhance decision-making skills of students strongly supports our mission and SPC strategic plan. This QEP will integrate into the St. Philip's College community, including but not limited to: individuals, within diverse groups of people, educational settings and workforce and leadership roles within the community. Moreover, the benefits of ethical decision-making extend from personal level to all social levels, thus positively impacting the individual and society.

According to Gallant in *Building a Culture of Academic Integrity*, ethics and value education has been neglected in education as a result of not being incorporated into standardized testing such as the Scholastic Aptitude Test (SAT) and as a result of being removed from public education, as conflicts surrounding whose values would be taught characterized the late 20th century (2011, p. 7). There is a critical educational need for our students to learn ethical decision-making, as it supports the College vision, mission and values.

St. Philip's College is committed to building individual and collective character through the following set of shared values in order to fulfill our vision and mission: students first, respect for all, community engaged, collaboration, can-do spirit and data informed. A focus on ethical decision-making incorporates these values. A QEP focused on ethical decision-making supports in particular SPC Strategic Objective 2: *Provide opportunities for St. Philip's College students and employees to develop as leaders; 2a: Incorporate ethical decision-making into the culture and curriculum of St. Philip's College.*

GOAL AND STUDENT LEARNING OUTCOMES

Ethical decision-making is the ability to connect values and choices to actions and consequences. The goal of St. Philip's College QEP is for students to engage in specific, measurable academic activities that will provide opportunities to enhance their ethical decision-making skills. In order to develop the ability to connect values and choices to actions and consequences, students will have specific learning activities and an environment that enables them to accomplish the following student learning outcomes, as seen in Table 10 below:

QEP Goal and Student Learning Outcomes

TABLE 10 Goal	Student Learning Outcomes
Students engage in specific measurable activities that will provide opportunities to enhance their ethical decision-making skills.	1. Values: Students gain skills to assess their own values.
	2. Ethical Issues: Students identify and are knowledgeable of ethical issues.
	3. Perspectives: Students analyze various ethical perspectives

The QEP Objectives are:

1. Plan, implement and assess the QEP process to ensure that the goal is met.
2. Assess student learning for attainment of ethical decision-making skills.

The goal of the Quality Enhancement Plan, student learning outcomes and objectives are integral in creating a climate conducive to student learning. As a means for providing consistency across the institution, the QEP Core Team, in consultation with subject matter experts, will introduce a teaching model for ethical decision making.

TEACHING MODEL FOR ETHICAL DECISION MAKING

St. Philip's College promotes Ethical Decision-Making across the curriculum; it is a skill which can be taught and like any other improves with practice. Ethical decision-making necessitates the ability to examine one's values and to connect choices and actions to consequences. Our faculty integrate a wide range of critical thinking exercises which require self-reflection, recognition of ethical situations and consideration of others. As a result, students will be able to compare and contrast personal values, those of their peers in the discipline and of our wider society. Faculty members will incorporate pedagogical strategies, such as case studies, discipline-specific ethical issues, analyses of personal values and personal application of ethical frameworks.

One of the tasks of the QEP Implementation Team included preparing a model of teaching ethical decision-making for St. Philip's College faculty to follow as they prepare their course-specific instruction in ethical decision-making. The ethical decision-making instruction model was developed with input from ethics subject matter experts and literature review. Rather than attempt to discriminate between value ethics, applied ethics and theoretical ethics within the confines of a two-year degree that is limited in terms of semester credit hours, St. Philip's College QEP will approach ethical decision-making curriculum design in a holistic approach that tends toward applied ethics. A concern voiced by campus constituents regarding ethical decision-making as a topic for our QEP is that we should not attempt to impose our values or definition of ethical behavior on our students. As this comment was expressed on multiple occasions, the need to provide a framework and more thorough explanation and understanding of what it means to teach ethical decision-making became apparent. Faculty and staff professional development events include a statement that teaching ethical decision-making is not intended to proselytize or enforce any particular person's viewpoint on another. On the contrary, the intent is for students to consider the perspectives of others as they develop their ethical decision-making skills. St. Philip's College ethical decision-making teaching model includes key terms, major theories, basic steps of an ethical decision-making process and teaching strategies. This model serves as a starting point for faculty and staff professional development and student engagement.

Key Terms

Ethics- concept dealing with what is right or wrong, ideals and standards. There is no universally agreed upon set of standards which encompass this term; however, professions and organizations often adopt an agreed upon set of standards or code of ethics

Morality- manner of "good" behavior, character or body of principles or standards which may apply to social ethics, company ethics or professional ethics. Determination of what constitutes morality may derive from culture, religion or philosophy and varies accordingly

Values – Good characteristics to help one become the best one can be

Ethical decision-making- a cognitive and metacognitive process of evaluating circumstances, considering various perspectives, alternatives and consequences to determine behavior.

Major Theories

Kohlberg's Stages of Moral Development

Kohlberg's theory of moral reasoning proposes that people progress through stages as they mature. He explains his concept in three levels with six stages, two stages during each level. Level One: Pre-Conventional Morality contains the first two stages. Individuals at this level reason based primarily on self-interest and punishment avoidance. Level Two: Conventional Morality contains stages three and four during which individuals reason based on being "good" and conforming with the rules. People who mature to Level Three: Post-Conventional Morality operate at stage five where decisions consider society as a whole. Kohlberg suggests that very few humans operate consistently at the highest level of moral reasoning which is Stage Six: Universal Ethical Principle Orientation. This stage of moral reasoning is characterized by actions based on internalized values that consider universally consistent principles regardless of the reactions of others in the situation (Nather, 2013).

Ethical Perspectives

Utility - to do the greatest good for the greatest number

Rights - to consider the dignity and rights of others

Justice - to do what is fair or just

Common Good - to do what will best serve the community as a whole

Virtue - to do what is consistent with good character or values such as honesty, compassion, responsibility (Markkula, 2014)

Process of Ethical Decision-Making

1. Stop and think to determine the facts. – Avoid an immediate emotional reaction. Consider the viewpoint of others.
2. Identify options. - What are my values? What choices do I have?
3. Consider consequences for yourself and others. – Evaluate choices and possible short and long-term effects.
4. Make an ethical choice and take appropriate action. - Accept responsibility (Josephson, 2015).

Teaching Strategies

Self-reflection (Colby and Sullivan, 2009)

Case studies (Bagdasarov, 2013)

Service learning (Hoyt, 2011)

THEORETICAL FRAMEWORK

Conceptually, the integrated ethical decision-making (EDM) co-curriculum and curriculum follows Bloom's Taxonomy as depicted in Figure 1:

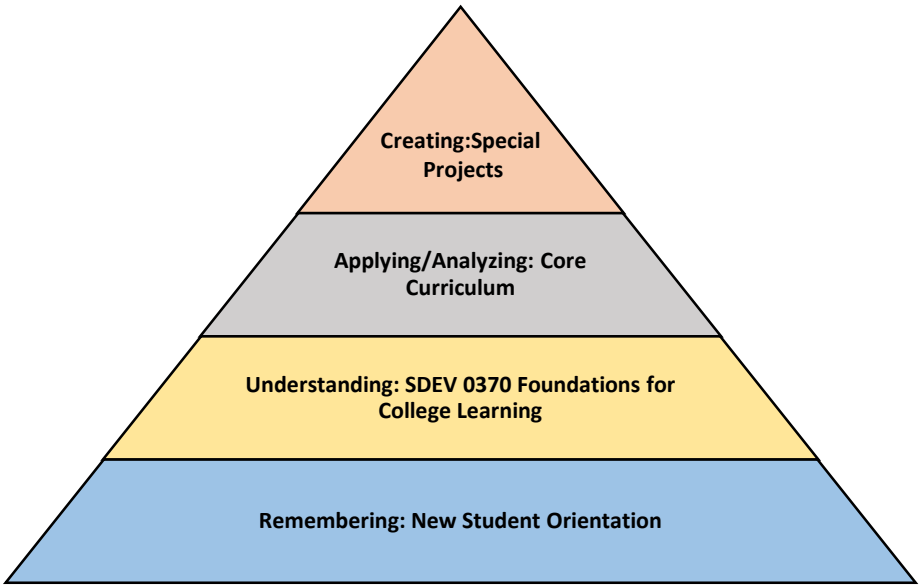


Figure 1. Theoretical Framework for EDM Curriculum Based from Revised Taxonomy of the Cognitive Domain Anderson and Krathwohl (2001)

For example, during New Student Orientation students will be introduced to the Quality Enhancement Plan topic, focus and student learning outcomes. Freshman enrolled in Student Development (SDEV) 0370 - Foundations for College Learning will further engage in the ethical decision-making topic with focus of instruction centered on understanding what is meant by ethical decision-making and exploring their own values. As students progress through their course work in the core curriculum, they will delve deeper into the subject matter and practice assessing and analyzing concepts related to ethical decision-making. Special projects engage students at the highest level of the taxonomy as they create unique assignments, such as videos or skits. These sequential curricular and co-curricular experiences provide a learning framework to support student development of ethical decision-making as an integral learning goal for St. Philip's College graduates.

OVERVIEW OF IMPLEMENTATION

The St. Philip's College Ethical Decision-Making QEP focuses on students in three different strata: total SPC student population, First Time in College students (FTIC) and students in specified core curriculum courses. Faculty and staff professional development activities, faculty-student best practice sharing, student engagement in ethical decision making and campus/community wide awareness all serve as key strategies for QEP implementation. In order to successfully deploy the 2016 QEP, each aspect of the plan has been carefully considered and delineated. Additional information regarding plan implementation to include a detailed timeline and administrative structure is described in Chapter 3: Institutional Capability. Chapter 5: Assessment provides specific details of the QEP assessment. Major features of the implementation plan are as follows:

1. KEY STRATEGY: FACULTY AND STAFF PROFESSIONAL DEVELOPMENT ACTIVITIES

St. Philip's College faculty benefit from a variety of resources to enhance teaching and promote professional growth as educators. The Instructional Innovation Center (IIC) offers a wide array of workshops, programs and events such as Professional Development Week, Employee Development Day, Adjunct Faculty Academy and the Fiesta of Teaching Technology. Instructional Innovation Center involvement in the QEP proposal will entail organizing and providing faculty professional development activities associated with ethical decision-making in coordination with the QEP Implementation Team.

Professional Development in ethical decision-making will be provided for faculty and staff. Guest speakers will present to the College during Professional Development Week at the commencement of each semester. The literature review conducted for the QEP will afford a resource for locating presenters invited to speak to the College community.

An exemplary program offered through the Instructional Innovation Center is the Master Teacher Certification program. This program assists many faculty members in actively engaging in reflective and creative exercises and dialogs to improve their own teaching. Through collaborative learning experiences, online and face-to-face discussions across disciplines, exploration of best practices including the use of technology and the development of an e-portfolio, faculty are challenged to think differently about teaching and learning and to gain new tools for effective classroom practice. Learning strategies for incorporating ethical decision-making into curriculum was included in Master Teacher Certification courses beginning in Spring 2015. Enrollment in the Master Teacher Certification program is open to all faculty and mandatory for new faculty. A sample of the Master Teacher Certification course syllabi may be located on the QEP website. Additional professional development opportunities are available through the Center for Distance Learning, which works with faculty teaching online classes to ensure equity of classroom teaching whether on campus or online. Faculty assigned to develop specific coursework for student learning of ethical decision-making will have the opportunity to participate in workshops especially designed for this purpose.

Library services and the Instructional Innovation Center both support the QEP through services and resource support. Library services include working with individual students and faculty in locating, accessing and managing information from print, e-book, media and online resources. Librarians provide instruction individually or in a group setting. This includes tailored research instructional sessions requested by faculty. Students can request Individual Research Assistance sessions. These are one hour sessions with a librarian. The library also maintains a circulating textbook collection, with participation from departments providing current textbooks, as well as other course reserve materials.

In addition, each academic department has a librarian assigned to work with faculty to provide research support. Librarians can assist with developing effective research assignments focusing on developing ethical decision-making skills, provide content from either library resources or Open Educational Materials which support the Student Learning Objectives identified in the syllabus as well as acquire resources for the library collection that extend the learning environment outside of the classroom.

In order to provide faculty and staff professional development opportunities, the QEP Implementation hosted a faculty and staff retreat to introduce ethical decision making. This faculty and staff retreat was held May 1, 2015, and repeated August 18, 2015. An agenda is available in Appendix M for review.

In addition to the faculty and staff retreat held May 1, 2015, the QEP Implementation Team obtained a roster of faculty teaching foundational courses and student development courses, then developed a workshop agenda (Appendix N) to determine the number and timing of workshops. This approach will maximize impact and invite faculty participation. A pilot workshop is scheduled for August 2015 and the QEP Implementation Team will promulgate these workshops as the QEP progresses, making adjustments to the workshops based on feedback assessed and synthesized from faculty. As a result of implementing the key strategy of Faculty and Staff Professional Development Activities, faculty will have the support needed to provide quality ethical decision-making instruction and assignments that are valid for assessment. Table 11 summarizes the first key strategy: Faculty and staff professional development activities.

TABLE 11	**1. Key Strategy: Faculty and Staff Professional Development Activities**			
Method	**Participants**	**Timeline**	**Person(s) Responsible**	**Resources**
Ethical Decision-Making Subject Matter Expert Guest Speakers	Faculty and Staff	Fall 2015 during Professional Development Week (PDW) and each consecutive PDW throughout the Quality Enhancement Plan (QEP)	Instruction Innovation Center (IIC)	Administrative structure in place
Master Teacher Training Program	Enrolled faculty	Each semester throughout Quality Enhancement Plan (QEP)	Instruction Innovation Center (IIC)	Administrative structure in place
Faculty and Staff QEP Workshops	Faculty teaching SDEV 0370 and targeted core courses	Spring and Summer 2015 Fall 2016 and Spring 2016	Quality Enhancement Plan (QEP) Implementation Team	Funding for release time for faculty to prepare the workshop instructional materials and funding for the instructional materials (Budget pg. 42 items 7,8) Center for Learning Resources/Library in place to provide research support
Process Outcome	Faculty and Staff will have support needed to provide quality ethical decision-making instruction and assignments which are valid for assessment as evidenced by results of QEP Faculty/Staff Evaluation Surveys conducted following all QEP faculty and staff professional development events.			

2. KEY STRATEGY: FACULTY-STUDENT BEST PRACTICE SHARING

Faculty-student best practice sharing as a strategy for our QEP encourages communication and ownership of the plan as we collaboratively pursue teaching and learning goals across St. Philip's College. Three methods of facilitating best practice sharing will encourage participation at multiple levels. The QEP Implementation Team will oversee development of a common repository online platform for a decision-making assignment and discussion board postage. CANVAS is the learning management system utilized by St. Philip's College and we have infrastructure in place to create a course open to all faculty. A lead faculty member will oversee organization and management of the course. Instructional Technologies will provide assistance as needed.

An additional venue for best practice sharing will provide opportunities for faculty and students to connect and dialogue face-to-face. Each college division meets monthly for distribution of pertinent information and conversation relevant to achievement of our mission. Each semester beginning in August 2015, a member of the QEP Implementation Team will serve as a facilitator to set up roundtable discussions related to the QEP. Faculty will be asked to bring sample assignments for review and discussion in small groups. A representative spokesman from each small group will share key findings with the larger group to conclude the session. Beginning in Spring 2016, student volunteers will be asked to attend the roundtables to share feedback and

comments. In Fall 2016, roundtable discussions will expand best practice sharing by cross-division sharing as faculty representatives from each division visit other division meetings.

In order to obtain maximum student input in our curriculum development, we will secure anonymous input from students as well as direct feedback. Students surveyed will be those enrolled in courses required to produce artifacts for assessment of the plan (see page 32). Institutional Planning, Research and Effectiveness with contribution from the QEP Core Team will develop an online survey to support this initiative. The survey will contain open-ended questions as well as Likert scale items. A representative group of students will be surveyed in Fall 2015 for baseline data. The survey (Appendix O) will be administered every other semester during the QEP. A summary of results will be shared electronically annually. Faculty anonymity will also be guaranteed in order to ensure acceptance of feedback and encourage best practice sharing. As a result of these methods, faculty and students will have continuously improving quality of assignments as data is used to make ongoing adjustments. Table 12 provides a summary of best practice sharing methods planned to promote collaborative learning opportunities.

TABLE 12	**2. Key Strategy: Faculty-Student Best Practice Sharing**			
Method	**Participants**	**Timeline**	**Person(s) Responsible**	**Resources**
Learning Commons created via online platform CANVAS	Faculty engaged in ethical decision-making instruction	Developed during Fall 2015 to continue throughout the Quality Enhancement Plan (QEP)	Quality Enhancement Plan (QEP) Implementation Team	CANVAS in place; lead faculty assigned; Funding for release time for course management (Budget pg. 42, items 5,6)
Roundtable discussions via Division Meetings	Faculty engaged in ethical decision-making instruction and student volunteers	Developed during Fall 2015 to continue throughout the Quality Enhancement Plan (QEP)	Quality Enhancement Plan (QEP) Implementation Team	Faculty facilitators for each division (Budget pg. 42, items 9.10)
Student Feedback	Students in Quality Enhancement Plan (QEP) assessed courses	Developed during Fall 2015 to continue throughout the Quality Enhancement Plan (QEP)	Faculty of assessed courses, Institutional Planning, Research and Effectiveness	QEP Student Assignment Evaluation and Student focus groups
Process Outcome	As a result of these methods, faculty and students will have continuously improving quality of assignments as data is used to make ongoing adjustments. This outcome will be measured by data from student Quality Enhancement Plan (QEP) Student Assignment Evaluations and student focus groups.			

3. KEY STRATEGY: STUDENT ENGAGEMENT IN ETHICAL DECISION-MAKING

Bloom's Taxonomy asserts that learning occurs at multiple depths but begins with knowledge or awareness. With this in mind, student exposure to our QEP topic will begin with New Student Orientation and New Student Convocation. Student Orientation sessions are facilitated by advisors and after successful completion, new students are allowed to register for classes.

New Student Convocation is designed to introduce students to college leadership, highlight college programs and services, motivate students to make a successful transition to college life and orient students to the campus. New Student Convocation is held the Thursday and Friday before the fall and spring semesters. A one day

session is held at each campus. Students and their parents and spouses are invited to attend this session to receive information and college tours for a smooth transition, to help the students make friends and to commit to St. Philip's College. New Student Orientation and New Student Convocation are optimum occasions to reach out to our incoming students and begin the framework for advancement of ethical decision-making skills.

A deliberate inclusion of ethical decision-making into our curriculum provides the most direct opportunities for student accomplishment of learning outcomes and also a means for the College to directly assess our progress. Students will experience classroom instruction designed specifically for the purpose of enhancing their ethical decision-making skills. Faculty will have the freedom to choose their own type of assignment; although case studies and service learning will be encouraged as the literature review supports these practices as excellent didactic choices for instruction in ethical decision-making.

Rationale for course selection for direct instruction included consideration of maximum impact for student learning, consistency with current institutional assessment practice and optimizing college resources. Student Development 0370 - Foundations for College Learning is a course required of entering freshmen and will provide direct instruction in ethical decision-making. Courses in the following foundational component areas will be directly assessed and will provide direct learning activities designed to enable students to accomplish the student learning outcomes of the QEP:

- Communication
- Language, Philosophy and Culture
- American History
- Government/Political Science

Courses in these foundational component areas are housed within the Arts and Sciences Division in the Communications and Learning and Social and Behavioral Sciences Departments.

Twenty-three course sections were assessed in Spring 2015 using the Texas Higher Education Coordinating Board Core Curriculum Assessment process. Each course provides direct instruction in personal responsibility/ethical decision-making. Preliminary analysis of the Spring 2015 data illustrate that twenty-three sections were selected for assessment of personal responsibility. The sections had a maximum student enrollment of 725, approximately 7% of the total student population at St. Philip's College. Eighteen unique assessors completed 651 assessments for personal responsibility. Of these, 464 (71.3%) were valid. The 187 invalid records were excluded from the analysis. Findings for personal responsibility/ethical decision-making indicate that 84.5% of the 461 valid assessments were scored in the Skillful and Emerging range meeting the 70% target.

St. Philip's College assesses courses in the foundational area of personal responsibility every two years as a part of the Texas Higher Education Coordinating Board Core Curriculum Assessment Plan. The QEP Assessment Plan utilizes the state-approved Texas Higher Education Coordinating Board Core Curriculum Assessment to analyze the QEP Student Learning Outcomes. Modifications were made to this cyclical process, the Texas Higher Education Coordinating Board Assessment now includes assessing ethical decision-making on an annual basis, measuring attainment for student learning outcomes.

Students in foundational courses illustrated above learn a framework for ethical decision-making skills in multiple settings. Students who complete the core curriculum have additional learning related to ethical decision-making

specific to their chosen field of study or career pathway as they progress toward completion of degree plans, certifications and training programs.

An additional method to engage students in activities designed to enhance ethical decision-making is facilitating special projects. During Spring 2015, Phi Theta Kappa students created video case examples of students making ethical decisions. These videos were posted on St. Philip's College website and used as instructional tools. Student Success supervised this project, as well as encouraged student organization participation in similar projects. Instructional Technologies provided support as needed for these special projects. Service learning as a special project is a valuable option as course instructors chose a method of ethical decision-making skill instruction. We expect that student engagement in meaningful learning activities will increase as a result of this key strategy. Table 13 describes various means we will use to engage students in ethical decision-making skill development.

TABLE 13	**3. Key Strategy: Student Engagement in Ethical Decision-Making**			
Method	**Participants**	**Timeline**	**Person(s) Responsible**	**Resources**
Student Orientation/New Student Convocation: Ethical Decision-Making presentation	All incoming students	Each semester beginning Fall 2015	Student Success	Provided and in place through Student Success
Ethical Decision-Making Course Assignments	Students in assessed courses	Beginning Fall 2015 continuing throughout Quality Enhancement Plan (QEP)	Faculty of assessed courses	Provided through faculty professional development
Special projects to include video case examples and service learning	Student organizations Students as assigned	Pilot Spring 2015; develop throughout the Quality Enhancement Plan (QEP)	Faculty sponsors of Student Clubs/Organizations; and/or faculty choosing special projects as ethical decision-making instruction	Variable based on project; funding through Student Success
Process Outcome	Student engagement in ethical decision-making learning activities will increase as evidenced by select item analysis from the Community College Survey of Student Engagement (CCSSE), the Personal and Social Responsibility Inventory (PSRI), the Defining Issues Test, Version 2 (DIT-2) and by direct assessment using the Quality Enhancement Plan (QEP) Ethical Decision-Making Assessment Rubric.			

4. KEY STRATEGY: ST. PHILIPS COLLEGE COMMUNITY-WIDE ETHICAL DECISION-MAKING AWARENESS

A wide variety of print media are available to promote our Quality Enhancement Plan , such as the President's Newsletter, Student Success Newsletter, student planners, program flyers and many additional print options. St. Philip's College Office of Community and Public Relations is responsible for establishing and maintaining effective external and internal communication to enhance the understanding, perception and image of St. Philip's College. Community and Public Relations began a marketing campaign, designed a QEP brand or logo, has distributed pertinent information related to ethical decision-making and now broadcasts this information campus-wide. This strategy reinforces the desired student learning outcomes and provides a positive campus environment to support the QEP. According to Keup and Young's research conducted at the University of California, Los Angeles in 2006 and published as *Ethical Decision-Making in College: Choosing Between Right, Wrong and the Space In Between*, of all the factors influencing ethical behavior, students' perceptions of peer behavior is the most influential (2009). Communicating effectively to our students that St. Philip's College promotes and maintains an ethical climate supports student learning of ethical decision-making.

An additional method to initiate community-wide awareness is use of digital media. As part of gathering input for QEP development, faculty and staff were asked during division meeting roundtable discussions, "How can we

best connect and collaborate across the college to improve in our efforts to help students grow in the area of personal responsibility?" The full text of this Division Input is available via the QEP website. A popular response common to every division meeting visited was using technology outreach for students. Multiple locations on campus allow for communique via electronic monitors. A "tip of the week" related to ethical decision-making using digital signage, text messaging and other available digital methods enable us to fully disseminate the QEP message to students. In order to continue broad-based involvement in QEP development, each division was visited by QEP representatives in March 2015 and asked to share input for the "tip of the week." This list of compiled suggestions from divisions is the primary source for tips distributed across campus.

A third method driving the fourth and final key strategy of QEP implementation involves traditional, hybrid and online classrooms. The QEP Focus Statement regarding ethical decision-making is included in all course syllabi. Instructors were asked to discuss the topic during their initial class meeting. A review of St. Philip's College policies on academic integrity, acceptable technology use and issues related specifically to the course are among prescribed topics of conversation for all St. Philip's College courses. "If students are taking cues from their peers as to what beliefs and behaviors are appropriate, a strong message from the institution, faculty and staff can intervene in this process to promote ethical decision-making skills and practices (Keup and Yeung, 2009, p.1)." As a result of implementing these methods, we intend to create an ethical atmosphere at St. Philip's College to empower and support student learning. Table 14 provides a description of the media used to facilitate ethical decision-making awareness.

TABLE 14	**4. Key Strategy: St. Philip's College Community-Wide Ethical Decision-Making Awareness**			
Method	**Participants**	**Timeline**	**Person(s) Responsible**	**Resources**
Print Media	All on-campus constituents	Beginning March 2015 throughout Quality Enhancement Plan (QEP)	Community and Public Relations, Student Success	Marketing campaign and funding (Budget pg. 42, item 20)
Digital Media	All constituents	Beginning March 2015 throughout Quality Enhancement Plan (QEP)	Student Success, Community and Public Relations, Instructional Technologies	Digital media specialist (job is filled) No additional resources required.
Classroom Discussion-Quality Enhancement Plan (QEP) focus Statement on course Syllabi	All Faculty	Each semester beginning Fall 2015	Oversight by Department Chairs – all faculty	No additional resources required
Process Outcome	Awareness of ethical decision-making emphasis at St. Philip's College will increase as evidenced by select item analysis from the Community College Survey of Student Engagement (CCSSE) Personal and Social Responsibility Inventory (PSRI), and External Constituent/Alumni Survey.			

This comprehensive approach to reaching all areas of the student environment by including specific academic coursework in the classroom and marketing the message across campus enables St. Philip's College to create a learning environment conducive to student acquisition of ethical decision-making skills.

BENEFITS OF THE QEP

Key strategies designed to implement the QEP relate clearly to improvement of student learning and are tied to the needs of St. Philip's College. St. Philip's College faculty from Arts and Sciences, Applied Science and Technology, Health Sciences and Continuing Education will become familiar with methodologies, strategies and mindsets the QEP Core Team has researched and believes will promote student ethical decision-making skills. The College is investing in an intensive, long-term QEP Professional Development program with ongoing faculty support services to address this need. Out of respect for faculty academic freedom in the classroom, this QEP does not stipulate specific, ethical decision-making, required, artifact student submissions; however, the College

does expect faculty who teach identified courses to integrate ethical decision-making skill development into curriculum, instruction and assessment for mastery of student learning outcomes.

Furthermore, St. Philip's College expects faculty to employ and formally assess student demonstration of ethical decision-making to gather data, allowing for progressive adjustment to QEP processes and assessments. As St. Philip's College activated the QEP, the college community engaged in discovering more about ethical decision-making. The College is committed to creating a culture of student success, especially as this commitment to ethical decision-making is evidenced by activities such as requiring students to demonstrate their learning, supporting faculty in the development of effective teaching and assessment methodologies and providing important feedback for continuous improvement.

The College will benefit from the QEP by fulfilling its mission, living its values, addressing its Strategic Plan, meeting the expectations of the Texas Higher Education Coordinating Board and satisfying the requirements of our accrediting agency.

BENEFITS FOR STUDENTS

Ultimately, students will benefit most from the College QEP. The intent of the plan is to better prepare students to succeed throughout their lives: in their workplaces and in their lifelong learning endeavors. Through faculty intentional delivery of ethical decision-making skill development learning activities, students will have multiple opportunities to learn, practice and demonstrate ethical decision-making during studies at St. Philip's College. The message will be clear at St. Philip's College: ethical decision-making is central to student success. We will diligently and intentionally foster a campus environment that points to this truth. Through student focus groups and other measures, the College will learn how ethical decision-making skills are translated and applied to the everyday personal, educational and professional lives of students.

BENEFITS FOR FACULTY AND STAFF

A key component to the successful implementation of the QEP involves professional development of faculty and staff. QEP professional development will take many forms, including formal workshops and training, department meetings, focus groups and best practice research and communication. This intense immersion of faculty into teaching, learning and assessment of ethical decision-making skill(s) will prepare them to make decisions about how best to integrate ethical decision-making development into their curriculum and instructional practices. Faculty and staff will explore new ways of teaching content and engaging student learning processes. Faculty will receive feedback from their peers and from students, also from formal College assessment processes to inform them about how they can further enhance student learning.

BENEFITS FOR THE INSTITUTION

In addition to meeting the requirements of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Reaffirmation of Accreditation and the Texas Higher Education Coordinating Board's requirements for core curriculum student learning outcomes, the QEP also addresses a key component of the College Strategic Plan. Specifically, the QEP will help lead the College in meeting Strategic Goal 2: Provide opportunities for St. Philip's College students and employees to develop as leaders; 2a: Incorporate ethical decision-making into the culture and curriculum of St. Philip's College. The College sets high expectations of substantive learning experiences for students that have specific learning outcomes.

Furthermore, St. Philip's College states that its mission is to *empower our diverse student population through personal and educational growth, ethical decision-making, career readiness and community leadership*. If students continually develop and demonstrate ethical decision-making throughout their St. Philip's College experience in their careers and in their service to the community, then the College demonstrates that it is accomplishing its mission. St. Philip's College specifically states that it values a culture where students are first; there is respect for all; the community is engaged; there is St. Philip's College collaboration; a can-do-spirit and data-informed decision-making; therefore, the College can also make evident it is living its values by implementing this QEP. Overall, the success of the QEP will further enhance our students' lives and thus further define St. Philip's College as a place of quality and excellence and a *Point of Pride in the Community*.

BENEFITS FOR SOCIETY

As St. Philip's College students practice ethical decision-making in various realms of the world, society benefits from citizens educated in and demonstrating ethical decision-making in their day-to-day lives. As global citizens, St. Philip's College students will understand their personal values, consider the perspectives of others and have the necessary ethical decision-making mental framework to recognize and respond appropriately to ethical issues they will encounter.

Chapter 3

INSTITUTIONAL CAPABILITY

For the QEP to achieve maximum benefit for St. Philip's College institutional constituents, stakeholders and external community, the College is committed to providing substantial human, financial, academic and physical resources at both the classroom level and the institutional level. This chapter details the organizational structure, budget and timeline for the QEP.

ORGANIZATIONAL SUPPORT FOR THE PLAN

The President of the College will give the Vice President of Academic Success responsibility to manage the execution of the Ethical Decision-Making Quality Enhancement Plan (QEP). All normal college processes and policies will be followed, to include institutional assessment policies and institutional reporting procedures.

The Ethical Decision-Making QEP is organized and implemented using a planning year and a pilot year prior to full implementation to best achieve the QEP goal: Students engage in specific measurable academic activities that provide opportunities to enhance their ethical decision-making skills. Implementation of the QEP involves student learning activities that involve ethical decision-making. These student learning activities require students to connect values, choices, actions and consequences across a myriad of situations. This chapter includes a description of the QEP administrative structure, detailed timeline and detailed budget. Full QEP Committee membership lists are provided in Chapter 4: Broad-Based Involvement.

During QEP implementation, faculty are given ample support from the existing supervisory chain, which includes the President and the Vice President of Academic Success. Additional support includes the QEP Directors, QEP Core Team, QEP Implementation Team, Instructional Innovation Center, Institutional Planning, Research and Effectiveness and the Student Learning Outcomes Assessment Office. Figure 2 depicts the Administrative Organizational Structure for the QEP.

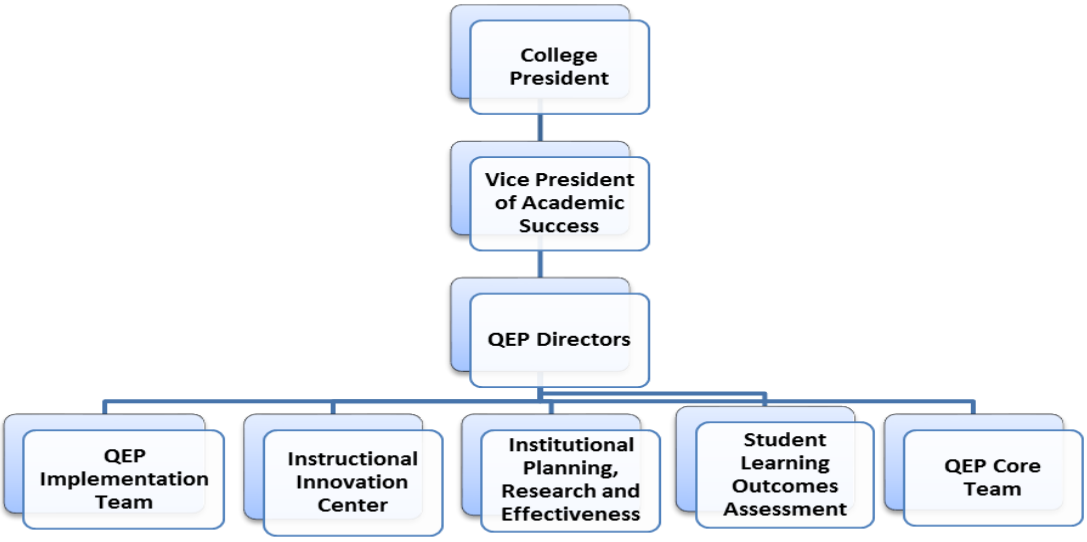


Figure 2: QEP Administrative Organizational Structure

QEP ADMINISTRATION, OVERSIGHT AND IMPLEMENTATION

The College identified individuals who are responsible for QEP administration, implementation and ultimate integration of the QEP into the College community. All of these persons, whether individually responsible or a member of a QEP team, comprehend the purpose, scope and significance of the QEP and all are committed to student success. The following individuals serve in key roles with implementation and institutional assessment of ethical decision-making at St. Philip's College. While each role has clearly indicated responsibilities, each individual collaborates with other key personnel to assure the success of the QEP.

QEP DIRECTORS

Three Directors of the QEP oversee implementation of the Institution's 2016 Quality Enhancement Plan: Ethical Decision-Making in collaboration with institutional representatives. The Directors are Dr. Paul Machen, Dean of Student Success, representing Student Services. Laura Miele, faculty, Assistant Professor, Physical Therapist Assistant Program, representing occupational and technical programs (Health Sciences and Applied Science and Technology Divisions) and Irene Young, faculty, Instructor of Psychology, representing programs within the Arts and Sciences Division. This three director model optimizes broad-based involvement in QEP implementation as Dr. Machen supervises co-curricular aspects of QEP implementation while Laura Miele and Irene Young ensure faculty representation in curricular planning. Directors report to the Vice-President of Academic Success. Job duties include advancing the institution-wide plan for awareness and implementation of the QEP, including supervision of day-to-day activities of the QEP initiative, including budget and staff. The Directors chair the QEP Core Team and QEP Implementation Team. QEP Directors partner with the Instructional Innovation Center to conduct needs assessment and facilitate faculty and staff professional development efforts related to the QEP and monitor the detailed timeline for initiation. The Directors coordinate with Institutional Planning, Research and Effectiveness to analyze the impact of the QEP on student learning and facilitate campus-wide communication regarding the QEP, including preparation and submission of the annual and mid-year QEP progress reports. Additionally, the QEP Directors will prepare the five-year QEP impact report in 2021 for the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

DIRECTOR OF INSTITUTIONAL PLANNING RESEARCH AND EFFECTIVENESS

The Director of Institutional Planning, Research and Effectiveness provides overall leadership of assessment on QEP implementation. This department serves as the collection, analysis and synthesis site for all indirect assessment data and provide expert assistance in completion of annual and five-year impact reports. The Director of Institutional Planning, Research and Effectiveness continues to chair the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Reaffirmation Accreditation Team and retains membership on the QEP Core Team and QEP Implementation Team.

COORDINATOR OF MEASUREMENT AND EVALUTION

The Coordinator of Measurement and Evaluation directs all activities of the Student Learning Outcomes Assessment Office. This individual is responsible for management and collection of QEP data, including student, faculty and institutional assessments. The coordinator provides expert assistance in data interpretation and provides assistance with annual QEP progress reports. This position has a lead role in QEP integration of process and assessment into College systems over the course of QEP implementation. The Coordinator of Measurement and Evaluation serves as an advisory member of the QEP Core team and QEP Implementation Team.

DIRECTOR OF INSTRUCTIONAL INNOVATION CENTER

The Director of the Instructional Innovation Center will be responsible for facilitating the implementation of professional development and providing teaching/learning consultation for and with faculty and staff as it relates to the QEP. The Director of the Instructional Innovation Center will serve on the QEP Implementation Team.

Following is a description of the role of the QEP Teams in planning and implementation:

QEP CORE TEAM

The QEP Core Team serves as the primary functional team responsible for producing a successful QEP that is in compliance with Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) guidelines and requirements. The Core Team has completed QEP analysis, design and the final proposal. They continue to serve in an advisory capacity during implementation and serve on the QEP Implementation Team to ensure broad-based involvement, make recommendations and illuminate potential challenges and issues. Once the topic of ethical decision-making was selected, two instructors teaching ethics at St. Philip's College were invited to join this team.

QEP IMPLEMENTATION TEAM

The QEP Implementation Team consists of all QEP Core Team members plus additional faculty and staff as the team launches QEP. The QEP Implementation Team executes key deliverables as illustrated in the detailed timeline to include development of an online CANVAS course as a Learning Commons, facilitation and assessment of QEP Faculty Workshops and facilitation of Division Roundtable QEP Best Practice sharing sessions. Student Success personnel initiate activities of the QEP related to New Student Orientation, New Student Convocation, special projects coordination and student focus groups. The Implementation Team reviews and approves promotional and marketing materials to ensure consistency with QEP focus.

A detailed timeline and detailed budget are provided which clearly describe specific actions and necessary expenditures to support a successful implementation and completion of the Quality Enhancement Plan within five years.

QEP IMPLEMENTATION OVERVIEW

To ensure adequate preparation for successful QEP initiation, a planning and pilot year will precede full implementation. An overview of the timeline follows:

Fall 2014-Spring 2015

Planning Year

QEP professional development begins; no implementation in courses

Fall 2015-Spring 2016

Pilot year (Year 0)

QEP professional development continues; faculty workshops developed and piloted; campus-wide awareness campaign initiated; special projects initiated; Division roundtables initiated; Student Learning Outcomes Assessment and QEP Implementation Assessment

Fall 2016- Spring 2017

Implementation (Year 1)

QEP professional development and workshops continue; all identified courses provide assignments related to the ethical decision-making SLOs (values, issues, perspectives); campus-wide awareness campaign continued; special projects continued; Division roundtables continued; continuation of QEP student learning outcomes assessment and QEP implementation assessment

Fall 2017- Spring 2018

Implementation (Year 2)

QEP professional development and workshops continue; all identified courses provide assignments related to the ethical decision-making SLOs (values, issues, perspectives); campus-wide awareness campaign continued; special projects continued; Division roundtables continued; continuation of QEP student learning outcomes assessment and QEP implementation assessment

Fall 2018- Spring 2019

Implementation (Year 3)

QEP professional development and workshops continue; all identified courses provide assignments related to the ethical decision-making SLOs (values, issues, perspectives); campus wide awareness campaign continued; special projects continued; Division roundtables continued; continuation of QEP student learning outcomes assessment and QEP implementation assessment

Fall 2019- Spring 2020

Implementation (Year 4)

QEP professional development and workshops continue; all identified courses provide assignments related to the ethical decision-making SLOs (values, issues, perspectives); campus-wide awareness campaign continued; special projects continued; Division roundtables continued; continuation of QEP student learning outcomes assessment and QEP implementation assessment

Fall 2020- Spring 2021

Implementation (Year 5)

QEP professional development and workshops continue; all identified courses provide assignments related to the ethical decision-making SLOs (values, issues, perspectives); campus-wide awareness campaign continued; special projects continued; Division roundtables continued; continuation of QEP student learning outcomes assessment and QEP implementation assessment; Five Year Impact Report completed

An explanation of the QEP student learning outcomes assessment and the QEP implementation assessment is located in Chapter 5: Assessment. Tables 15-19 contain the Detailed Plan.

DETAILED TIMELINE

TABLE 15			Fall 2014-Spring 2015 *Planning Year*			
Item	**Start Date M/YR**	**End Date M/YR**	**Task/Activity**	**Responsible Party**	**Obj.**	**Str.**
1	8/14	8/15	College Quality Enhancement Plan (QEP) Preparation and Communication Sessions	QEP Core Team	1	2
2	8/14	5/15	College Quality Enhancement Plan (QEP) Leadership, Steering, Core Team meetings to facilitate, plan and prepare to implement (Implementation team formed)	QEP Core Team	1	2
3	8/14	**ongoing**	Post updates to Quality Enhancement Plan (QEP) website	QEP Core Team	1	4
4	8/14	8/14	Faculty and Staff Professional Development/guest speaker	Director of Instructional Innovation Center	1	1
5	2/15	2/15	Submit proposed Quality Enhancement Plan (QEP) to College Leadership	QEP Core Team	1	
6	2/15	**ongoing**	Infusion into St. Philip's College Community Public Relations (PR) Plan	QEP Core Team	1	4
7	3/15	8/15	Phi Theta Kappa students pilot special projects by creating a case study video	Dean of Student Success	1	4
8	3/15	3/15	Presidential Cabinet approves plan	President	1	
9	3/15	5/15	Implementation Team prepares workshop agenda and instructional tools	QEP Implementation Team	1	1
10	3/15	5/15	CANVAS course shell prepared for Learning Commons	QEP Implementation Team	1	2
11	3/15	**ongoing**	Center for Learning Resources (CLR) begins development of a collection of instructional tools for ethical decision-making	Library liaisons for Communications and Learning and Social and Behavioral Sciences	1	1
12	3/15	9/15	Prepare to implement the Personal and Social Responsibility Inventory (PSRI)	QEP Core Team	1	
13	3/15	5/15	Print Media campaign prepared with Quality Enhancement Plan (QEP) logo and ethical decision-making statements (student planners, bookmarks, newsletters)	Director of Community and Public Relations, Student Success	1	4
14	3/15	**ongoing**	Digital Media campaign prepared to include ethical decision-making tip of the week for campus monitors, QR code links to student-created ethical decision-making case studies to place on campus posters/signage	Director of Community and Public Relations, QEP Implementation Team	1	4
15	5/15	5/15	Faculty and Staff Professional Development/Ethical Decision-Making Retreat	QEP Implementation Team	1	1
16	5/15	5/15	Quality Enhancement Plan (QEP) draft proposal posted to website for Call to Comment from constituents	QEP Core Team	1	4
17	8/15	8/15	Quality Enhancement Plan (QEP) Ethical Decision-Making statement included in College Syllabi templates	Instructional Unit Chair Persons	1	4
18	8/28	8/28	Quality Enhancement Plan (QEP) submitted to Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)	Chair of SACSCOC Reaffirmation of Accreditation Team	1	

TABLE 16			**Fall 2015 *Pilot Year (Year 0)***			
Fall Semester 2015						
Item	**Start Date M/YR**	**End Date M/YR**	**Task/Activity**	**Responsible Party**	**Obj.**	**Str.**
1	7/15	7/15	Quality Enhancement Plan (QEP) budget approved	President	1	
2	8/15	8/15	All students registering complete New Student Orientation which includes ethical decision-making instruction	Dean of Student Success	1	3,4
3	8/15	8/15	New Student Convocation includes topic: ethical decision-making	Dean of Student Success	1	4
4	8/15	8/15	Instructional Unit Chairpersons verify inclusion of Quality Enhancement Plan (QEP) Student Learning Outcomes in course syllabi	Instructional Unit Chair Persons	1	4
5	8/15	8/15	Instructional Unit Chairpersons verify inclusion of Quality Enhancement Plan (QEP) focus statement in course syllabi	Instructional Unit Chair Persons	1	4
6	8/15	8/15	All course instructors discuss ethical decision-making and academic integrity first day of class	Faculty	1	4
7	8/15	8/15	Faculty Professional Development/guest speaker	Director of Instructional Innovation Center	1	4
8	8/15	11/15	Faculty Workshops/best practice sharing	QEP Implementation Team	1	4
9	8/15	9/15	Perform random sampling of targeted core courses to determine which sections will be formally assessed in the Quality Enhancement Plan (QEP)	Director of Institutional Planning, Research and Effectiveness	1	
10	8/15	12/15	Students complete ethical decision-making learning activities and demonstrate ethical decision-making skills in their coursework	Faculty	1	3
11	8/15	12/15	Students complete special projects related to ethical decision-making	Dean of Student Success	1	3
12	9/15	9/15	Personal and Social Responsibility Inventory (PSRI) administered/pre-test/Benchmark	Director of Institutional Planning, Research and Effectiveness	1	
13	9/15	11/15	Division Meeting Roundtables/best practice sharing	QEP Implementation Team	1	1,2
14	9/15	ongoing	CANVAS Learning Commons assignments and discussion boards reviewed, analyzed, revised as needed	QEP Implementation Team	1	2
15	9/15	ongoing	CANVAS Learning Commons assignments and discussion boards reviewed, analyzed, revised as needed	QEP Implementation Team	1	1,2
16	10/15	11/15	Student Focus Groups conducted to garner feedback	Dean of Student Success	1	
17	11/15	11/15	Quality Enhancement Plan (QEP) Student Assignment Evaluation administered to students in targeted core courses	Director of Institutional Planning, Research and Effectiveness	1	
18	11/15	11/15	Assessment: Defining Issues Test, Version 2/DIT-2/Core Foundational Courses/Benchmark	Director of Institutional Planning, Research and Effectiveness	1	
19	11/15	11/15	Personal and Social Responsibility Inventory (PSRI) administered/post-test/Benchmark	Director of Institutional Planning, Research and Effectiveness	1	
20	11/15	12/15	Faculty of targeted core courses submit student artifacts to instructional unit chairpersons	Instructional Unit Chair persons	1	
21	12/15	12/15	Quality Enhancement Plan (QEP) Directors review and analyze and prepare Quality Enhancement Plan (QEP) progress based on feedback from student focus groups, Quality Enhancement Plan (QEP) event evaluations, faculty workshop surveys, Personal and Social Responsibility Inventory results and Defining Issues Test, V2 (Benchmark)	QEP Directors	1	
22	12/15	12/15	Quality Enhancement Plan (QEP) Implementation Team reviews Quality Enhancement Plan (QEP) Mid-year Progress Report based on collected data; recommends and plans adjustments as needed for the following semester	QEP Implementation Team	1	
23	12/15	12/15	QEP External Constituent/Alumni Survey (Appendix R)	Director of Institutional Planning, Research and Effectiveness	1	

TABLE 17	**Spring 2016**	***Pilot year (Year 0)***				
Spring Semester 2016						
Item	**Start date M/YR**	**End date M/YR**	**Task/Activity**	**Responsible Party**	**Obj.**	**Str.**
1	1/16	1/16	Quality Enhancement Plan (QEP) Mid-year Progress Report shared campus-wide	QEP Directors	1	
2	1/16	1/16	Annual Assessment of submitted student artifacts assessed with rubric	Coordinator of Measurement and Evaluation, Instructional Unit Chairpersons	2	
3	1/16	1/16	All students registering complete New Student Orientation module which includes ethical decision-making instruction	Student Success	1	4
4	1/16	1/16	New Student Convocation includes topic: ethical decision-making	President	1	3,4
5	1/16	1/16	All course instructors discuss ethical decision-making and academic integrity first day of class	Faculty	1	2
6	1/16	1/16	Faculty Professional Development guest speaker	Director of Instructional Innovation Center	1	1
7	1/16	3/16	Faculty Workshops	QEP Implementation Team	1	1
8	1/16	5/16	Students complete ethical decision-making learning activities and demonstrate ethical decision-making skills in their coursework	Faculty	1	3
9	1/16	ongoing	Students complete special projects related to ethical decision-making	Student Success	1	3,4
10	2/16	2/16	Quality Enhancement Plan (QEP) Annual Student Learning Outcomes Assessment Report completed (results of artifact assessment), forwarded to the President and shared campus-wide	Coordinator of Measurement and Evaluation, QEP Directors	2	
11	2/16	4/16	Division Meeting Roundtables	QEP Implementation Team	1	2,4
12	4/16	4/16	Student Focus Groups conducted to garner feedback	Dean of Student Success	1	
13	5/16	5/16	QEP Directors review, analyze, prepare Annual QEP Progress Report based on feedback from student focus groups, QEP Student Assignment Evaluations, faculty workshop surveys, QEP event evaluations, and QEP Annual Student Learning Outcomes Assessment Report	QEP Directors	1	
14	5/16	5/16	QEP Implementation Team reviews QEP Annual Progress Report, recommends and plans adjustments as needed for the following semester	QEP Implementation Team	1	
15	5/16	5/16	Defining Issues Test, Version 2/DIT-2/Core Foundational Courses	Director of Institutional Planning, Research and Effectiveness	2	
16	6/16	6/16	Pending SACSCOC approval QEP Directors submit QEP Executive Summary to SACSCOC to post on Commission Website	QEP Directors		

TABLE 18	**Fall 2016, 2017, 2018, 2019, 2020**	*Implementation Years 1-5*			
Fall Semester					
Item	**Start Date month**	**End Date month**	**Task/Activity**	**Responsible Party**	**Obj.**	**Str.Str.**
1	8	8	QEP Annual Progress Report shared campus-wide	QEP Directors	1	
2	8	8	All students registering complete New Student Orientation module which includes ethical decision-making instruction	Dean of Student Success	1	3,4
3	8	8	New Student Convocation includes topic: ethical decision-making	President	1	4
4	8	8	Instructional Unit Chairpersons verify inclusion of QEP SLOs in course syllabi	Instructional Unit Chair Persons	1	
5	8	8	Instructional Unit Chairpersons verify inclusion of QEP focus statement in course syllabi	Instructional Unit Chair Persons	1	
6	8	8	All course instructors discuss ethical decision-making and academic integrity first day of class	Faculty	1	2
7	8	8	Faculty Professional Development/guest speaker	Director of Instructional Innovation Center	1	1
8	8	9	Perform random sampling of targeted core courses to determine which sections will be formally assessed in the QEP	Director of Institutional Planning, Research, and Effectiveness	1	
9	8	11	Faculty Workshops	QEP Implementation Team	1	1,2
10	8	12	Students complete ethical decision-making learning activities and demonstrate ethical decision-making skills in their coursework	Faculty	1	3
11	8	12	Students complete special projects related to ethical decision-making	Dean of Student Success	1	3
12	9	11	Division Meeting Roundtables	QEP Implementation Team		2
13	10	11	Student Focus Groups conducted to garner feedback	Dean of Student Success	1	
14	11	11	QEP Student Assignment Evaluation administered to students in targeted core courses	Director of Institutional Planning, Research and Effectiveness	1	
15	11	12	Faculty of targeted core courses submit student artifacts to instructional unit chairpersons	Instructional Unit Chair persons	1	
16	12	12	QEP Directors review, analyze, prepare QEP Mid-year Progress Report based on feedback from student focus groups, QEP event surveys, faculty workshop surveys.	QEP Directors	1	
17	12	12	QEP Implementation Team reviews QEP Progress Report, recommends and plans adjustments as needed for the following semester	QEP Implementation Team	1	
18	12	12	QEP External Constituent/Alumni Survey	Director of Institutional Planning, Research and Effectiveness	1	

TABLE 19	Spring 2017, 2018, 2019, 2020, 2021	*Implementation Years 1-5*			
Spring Semester					
Item	**Start Date month**	**End Date month**	**Task/Activity**	**Responsible Party**	**Obj.**	**Str.**
1	1	1	Quality Enhancement Plan (QEP) Progress Report shared campus-wide	QEP Directors	1	
2	1	1	Personal and Social Responsibility Inventory administered/pre-test	Institutional Planning, Research and Effectiveness	1,21	
3	1	1	Annual Assessment of submitted student artifacts assessed with rubric	Coordinator of Measurement and Evaluation, Instructional Unit Chairpersons	21,2	
4	1	1	All students registering complete New Student Orientation online module which includes ethical decision-making instruction	Student Success	12	4
5	1	1	New Student Convocation includes topic: ethical decision-making	President	11	4
6	1	1	All course instructors discuss ethical decision-making and academic integrity first day of class	Faculty	11	4
7	1	1	Faculty Professional Development guest speaker	Director of Instructional Innovation Center	11	1
8	1	3	Faculty Workshops/best practice sharing	QEP Implementation Team	11	1,2
9	2	4	Division Meeting Roundtables	QEP Implementation Team	1.21	
10	2	2	QEP Annual Student Learning Outcomes Report completed, forwarded to the President and shared campus-wide	Coordinator of Measurement and Evaluation, QEP Directors	21.2	
11	1	5	Students complete ethical decision-making learning activities and demonstrate ethical decision-making skills in their coursework	Faculty	12	3
12	1	**ongoing**	Students complete special projects related to ethical decision-making	Student Success	11	3
13	2	2	Community College Survey of Student Engagement administered	Coordinator of Measurement and Evaluation	11	
14	4	4	Student Focus Groups conducted to garner feedback	Dean of Student Success	11	
15	4	4	Personal and Social Responsibility Inventory administered/post-test	Institutional Planning, Research and Effectiveness	1,21	
16	4	4	Defining Issues Test, Version 2/DIT-2/Core Foundational Courses	Institutional Planning, Research and Effectiveness	21,2	
17	4	4	Community College Survey of Student Engagement results reviewed and items to use for benchmark summarized for future comparative analysis	Institutional Planning, Research and Effectiveness	1,22	
18	5	5	QEP Directors review, analyze and prepare Annual QEP Progress Report based on feedback from student focus groups, QEP external constituent/alumni survey, faculty and staff workshop surveys, Personal and Social Responsibility Inventory results, Defining Issues Test, V2 results and QEP Annual Student Learning Outcomes Report	QEP Directors	11,2	
19	5	5	QEP Implementation Team reviews QEP Annual Progress Report, recommends and plans adjustments as needed for the following semester	QEP Implementation Team	11	
20	8	8	QEP 5-year Impact Report completed and submitted to SACSCOC	QEP Directors	11	

BUDGET NARRATIVE

PERSONNEL: ACADEMIC

In order to successfully implement and complete the QEP, the academic (faculty) QEP Directors require 60% release time to coordinate, to communicate and manage execution of QEP plan deliverables. This provides needed time to plan and implement modifications to the QEP plan based on assessment data review and analysis. Faculty are on a nine-month contract and QEP duties extend into the summer, therefore, each academic faculty Director will provide 6 weeks of service to the QEP during the summer at the non-instructional hourly pay rate of $37.33. This is included in the six-year projected total cost for faculty Directors. Personnel cost for faculty Directors is calculated based on compensation for adjunct faculty hired to enable release time plus summer non-instructional pay (Table 20, pg. 42, budget line items 1 - 4).

Six faculty actively involved in development of the QEP through QEP Core Team service will require 20% release time to prepare, implement, and continue QEP strategies (Table 20, budget line items 5 -10). Tasks include the following: develop, initiate and promulgate faculty workshops, provide expertise to the ethical decision-making module for the Master Teacher Certification Program, facilitate best-practice sharing sessions, develop and manage a Learning Commons online course via the CANVAS platform, provide mentorship to faculty and travel to off-site locations to offer professional development opportunities for faculty in off-site locations. Additionally, these faculty will provide assistance for direct rubric assessment of student ethical decision-making artifacts to assess student learning outcomes (Values, Issues, Perspectives) and will serve on the QEP Core Team and QEP Implementation Team. (Table 27, pg. 49).

Incremental costs to the College providing release time for faculty is incurred as adjunct faculty. These part-time faculty are hired to relieve 20% of their required teaching workload. Total faculty release costs for six years based on average adjunct pay range is $377,062 (Table 20, total budget line items 1, 3 and 5 -10). This number is based on average adjunct pay range for one 3 semester credit hour course equaling $2,522 and includes the total cost for adjunct faculty hired to teach courses for the faculty Directors and the QEP Implementation Team faculty for six years. The QEP budget also includes $52,080 for substitute pay to enable St. Philip's College faculty to attend QEP provided faculty professional development and/or to provide instruction for courses on an as needed basis while QEP Core Team faculty complete QEP assigned duties which may potentially create unavoidable teaching schedule conflicts.

An optional method of expressing faculty payroll costs for the QEP is to tabulate the average value of the release time provided for faculty throughout the six year plan. Release time is expressed as a percentage of salary. Average faculty salary is $61,239. The total release time cost for six years based on this model for faculty salary is $915,578. With this method of tabulation, the total academic payroll costs for the five-year QEP implementation plan is $1,994,860. Expressed in terms of incremental adjunct costs, the total academic payroll costs for the six-year QEP plan is $540,768 (Table 20, pg. 42, budget line items 1-10 and 13).

PERSONNEL: STUDENT SUCCESS

Co-curricular activities are an integral part of St. Philip's College QEP. Accordingly, the Dean of Student Success will serve as one of the QEP Directors to oversee the implementation of key aspects of the plan to include special projects facilitation and incorporation of ethical decision-making instruction during New Student Orientation and New Student Convocation. Also essential to the QEP is qualitative data collection through facilitation of student focus groups.

Six staff members in the Student Success Division are assigned lead roles in implementing co-curricular aspects of the QEP. These individuals serve on the QEP Implementation Team and are listed in Table 27 QEP Implementation Team pg. 49. The College incurs no additional costs for work provided by Student Success personnel. There is no release time associated with the Student Services Director, as the Director has been relieved of specific job duties, however, there are calculated costs associated with professional development and travel.

PERSONNEL: INSTITUTIONAL SUPPORT SERVICES

The Director of Institutional Planning Research and Effectiveness will provide essential leadership to the assessment portion of the QEP with no additional cost to the College resulting from QEP initiatives. The Coordinator of Measurement and Evaluation will support the QEP assessment needs as well, and is funded through the QEP budget. Total costs for this position for six years of the plan is $416,859. The Director of Community and Public Relations will oversee marketing and publicity for the QEP with no additional costs incurred to the College. The Director of the Instructional Innovation Center will coordinate teaching/learning consultation as needed and support the faculty professional development needs for the QEP with no additional funding requirements.

An administrative services specialist will be needed to provide clerical assistance for the QEP. This will be a part-time position with cost for the six years totaling $75,047. Total costs for institutional support services is $491,906 (Table 20, pg. 42, total line items 11 and 12). Total personnel costs, including benefits, for the QEP is $1,249,896 (Table 20, pg. 42, line item 16).

OTHER OPERATING COSTS

The QEP budget provides required funding for instructional materials for workshops, purchase of the Personal and Social Responsibility Inventory and the Defining Issues Test, Version 2 for student assessment, software and maintenance for iRubric which is used for direct assessment of student work, consulting services for subject matter experts and faculty training. Additional financial resources are allocated for promotional materials, printing services and office supplies. Travel and Professional Development funding is also provided as off-site workshops and QEP information sessions will be necessary to ensure broad-based involvement and adequate support of distance locations. Total projected other operating costs is $251,900.

ASSUMPTIONS

Assuming the QEP budget will be approved as part of the SPC Planning, Budget and Assessment Cycle, the College will fund the budget throughout the QEP and costs will decrease for substitute faculty for faculty to participate in professional development activities as more faculty become trained. Projections for payroll costs account for an annual increase in pay. Payroll costs are calculated based on averages as faculty salaries vary and different faculty may accept QEP lead roles during the six-year plan.

Table 20 describes the St. Philip's College Quality Enhancement Plan Projected Budget.

PROJECTED BUDGET

TABLE 20	*Quality Enhancement Plan Projected Budget*						
		FY 15–16 (Pilot YR 0)	**FY 16-17 (IMP YR 1)**	**FY 17-18 (IMP YR 2)**	**FY 18-19 (IMP YR 3)**	**FY 19-20 (IMP YR 4)**	**FY 20-21 (IMP YR 5)**	**Total**
Personnel								
1	QEP Faculty Director (60% Release Time)	$15,132	$15,359	$15,589	$15,823	$16,061	$16,301	$94,265
2	Summer Non-Instructional Pay (6 weeks)	$8,959	$9,093.50	$9,230	$9,368.50	$9,509	$9,651.50	$55,812
3	QEP Faculty Director (60% Release Time)	$15,132	$15,359	$15,589	$15,823	$16,061	$16,301	$94,265
4	Summer Non-Instructional Pay (6 weeks)	$8,959	$9,093.50	$9,230	$9,368.50	$9,509	$9,651.50	$55,812
5	CANVAS Learning Commons Course Facilitator (20% Release Time)	$5,044	$5,120	$5,196	$5,274	$5,354	$5,434	$31,422
6	CANVAS Learning Commons Course Facilitator (20% Release Time)	$5,044	$5,120	$5,196	$5,274	$5,354	$5,434	$31,422
7	Faculty Workshop Coordinator (20% Release Time)	$5,044	$5,120	$5,196	$5,274	$5,354	$5,434	$31,422
8	Faculty Workshop Coordinator (20% Release Time)	$5,044	$5,120	$5,196	$5,274	$5,354	$5,434	$31,422
9	Best Practice Sharing Facilitator (20% Release Time)	$5,044	$5,120	$5,196	$5,274	$5,354	$5,434	$31,422
10	Best Practice Sharing Facilitator (20% Release Time)	$5,044	$5,120	$5,196	$5,274	$5,354	$5,434	$31,422
11	Administrative Serv. Spec. (P/T Hrly)	$12, 047	$12,228	$12,411	$12, 597	$ 12,786	$12,978	$75,047
12	Coordinator Measurement and Evaluation	$66, 916	$ 67,920	$68, 939	69, 973	$ 71, 023	$72,088	$416,859
13	Adjunct Pay (substitute pay)	$18,600	$ 18,600	$ 3,720	$3,720	$3,720	$3,720	$52,080
14	***Total***	***$176,010***	***$178,371***	***$165,888***	***$168,320***	***$170,789***	***$85,066***	***$1,032,674***
15	Fringe Benefits (23%)	$35,201	$35,665	$32,713	$33,191	$33,676	$19,565	$217,222
16	***Total Payroll Costs***	***$216,492***	***$219,397***	***$204,042***	***$207,034***	***$210,071***	***$104,631***	***$1,249,896***
Other Operating Costs								
17	Travel and Professional Development	$8,000	$8,000	$8,000	$8,000	$8,000	$8,000	$48,000
18	Workshops	$5,000	$5,000	$2,500	$2,500	$2,500	$2,500	$20,000
19	Office Supplies	$750	$750	$750	$750	$750	$750	$4,500
20	Printing Services	$300	$300	$300	$300	$300	$300	$1,800
21	Promotional Costs	$9,000	$4,000	$2,000	$2,000	$2,000	$2,000	$21,000
22	Assessment and Testing (Personal and Social Responsibility Inventory) (estimate)	$4,000	$4,000	$ 4,000	$4,000	$4,000	$4,000	$24,000
23	Assessment and Testing (Defining Issues Test, version 2)	$2,100	$2,100	$2,100	$2,100	$2,100	$2,100	$12,600
24	Consulting Services	$5,000	$5,000	$5,000	$5,000	$5,000	$5,000	$30,000
25	Software and Maintenance Support (IRUBRIC)	$15,000	$ 15,000	$15,000	$15,000	$15,000	$15,000	$90,000
26	***Total Other***	***$49,150***	***$44,150***	***$39,650***	***$39,650***	***$39,650***	***$39,650***	***$251,900***
27	**TOTAL ALL**	**$265,642**	**$263,547**	**$243,692**	**$246,684**	**$249,721**	**$144,281**	**$1,501,796**

Prior to Fiscal Year 2015-2016, Quality Enhancement Plan preparation was funded through the Institutional Effectiveness Cost Center.

Chapter 4

BROAD-BASED INVOLVEMENT

The process used by St. Philip's College to develop this Quality Enhancement Plan involved input from all relevant constituents and stakeholders.

BROAD-BASED INVOLVEMENT IN DEVELOPMENT

One means of ensuring College-wide representation for QEP development involved clear delineation of the roles and responsibilities of the various campus constituents involved in facilitating plan development. To ensure streamlined communication and to establish a transparent project model, a QEP project management charter was created. The charter establishes clear roles, sets the stage for broad-based participation and creates specific goals for the project. College leadership implemented the charter with the end in mind.

Two primary committees responsible for the plan were the QEP Core Team (Table 21) and the Steering Committee (Table 22, pg. 44). The role of the QEP Core Team was to complete all aspects of the QEP timeline, analysis, design, development and implementation planning and assessment.

The Steering Committee served in an advisory capacity to ensure a broad-based view and to make recommendations as well as to illuminate potential challenges and issues. Committee representation included team members from all three administrative areas of the College: Academic Success, Student Success and College Services. The Steering Committee included all members of the QEP Core Team plus additional staff, faculty and student representation. After adoption of the QEP, the Steering Committee was invited to join the QEP Implementation Team to assist with implementing the plan.

TABLE 21	**QEP Core Team**	
Team Member	**Team Role**	**College Role/Division**
Laura Miele	Co-Director	Faculty/Applied Science and Technology
Dr. Paul Machen	Co-Director	Dean of Student Success
†Irene Young	Tri-Chair Representative	Faculty/Arts and Sciences
*Maria Luna Chavez	Tri-Chair Representative	Faculty/Business Information Solutions
Jill DeHoog	Tri-Chair Representative	Faculty/Nursing Education
Dr. Maria Hinojosa	Institutional Planning, Research and Effectiveness representative	Director of Institutional Planning, Research and Effectiveness
Dr. Christopher Davis	Taskmaster	Faculty/Arts and Sciences
Jill Zimmerman	Facilitator	Faculty/Librarian/ Interdisciplinary Programs
*Dr. Lang Coleman	Member	Faculty/Arts and Sciences
**Cindy Katz	Member	Faculty/Arts and Sciences
*Jamie Miranda	Member	Staff/Arts and Sciences
†**Sean Nighbert	Advisor	Faculty/Arts and Sciences
*Leland Smith	Member	Faculty/Arts and sciences
Sonia Valdez	Advisor	Coordinator of Measurement and Evaluation/Student Learning Outcomes Assessment
Matthew Fuller	Subject Matter Expert	Faculty/Arts and Sciences
Andrew Hill	Subject Matter Expert	Faculty/Arts and Sciences
Cynthia Pryor	Member	Chair/Arts and Sciences

* Previous member ** Former co-director †Role change

TABLE 22	QEP Steering Committee	
Team Member	**Team Role**	**College Role/Division**
Laura Miele	Co-Director	Faculty/Health Sciences
Dr. Paul Machen	Co-Director	Dean of Student Success
†Irene Young	Tri-Chair Representative	Faculty/Arts and Sciences
*Maria Luna Chavez	Tri-Chair Representative	Faculty/Business Information Solutions
Jill DeHoog	Tri-Chair Representative	Faculty/Nursing Education
Dr. Maria Hinojosa	Institutional Planning, Research and Effectiveness representative	Director of Institutional Planning, Research and Effectiveness
Rhonda Johnson	Institutional Planning, Research and Effectiveness representative	Staff /Institutional Planning, Research and Effectiveness representative
Dr. Christopher Davis	Taskmaster	Faculty/Arts and Sciences
Jill Zimmerman	Facilitator	Faculty-Librarian/ Interdisciplinary Programs
Dr. Lang Coleman	Member	Faculty/Arts and Sciences
Cindy Katz	Member	Faculty/Arts and Sciences
*Jamie Miranda	Member	Staff/Arts and Sciences
Sean Nighbert	Advisor	Chair/Arts and Sciences
Sonia Valdez	Advisor	Coordinator of Measurement and Evaluation/Student Learning Outcomes Assessment
Chris Beardsall	Member	Dean of Applied Science and Technology
Jason Fabianke	Member	Faculty/Arts and Sciences
John Martin	Member	Staff/Student Success
Ken Poff	Member	Faculty/Arts and Sciences
Kevin Schantz	Member	Staff/Student Success
Ivette Sterling	Member	Faculty/Health Sciences
Dr. Angie MacPherson Williams	Member	Staff/Student Success
*Kimberly Cleveland	Student Representative	President of Student Government Association
Paul Borrego	Member	Staff/Budget Office
Tracy Ross-Garcia	Member	Director of Community and Public Relations

* Previous member † Role change

Beginning in January 2014, and continuing through the year, the QEP Core Team met weekly to develop the QEP proposal. Additionally, QEP Directors met weekly with Presidential Cabinet while developing the plan. The Presidential Cabinet (Table 23, pg. 45) consists of senior leadership of the College supporting the QEP development process by advising the QEP Directors regarding plan feasibility and institutional capability during the development process of the QEP. In addition to the two weekly QEP meetings, monthly meetings were held with the QEP Steering Committee for an increased scope of contribution to plan development.

TABLE 23	Presidential Cabinet
Cabinet Member	**College Role**
Dr. Adena Williams Loston	President
Maureen Cartledge	Vice President of Academic Success
*Dr. Sherrie Lang	Vice President of Student Success
George Johnson III	Interim Vice President of Student Success
Lacy Hampton	Vice President of College Services
Dr. Paul Machen	Dean of Student Success
Chris Beardsall	Dean of Applied Science and Technology
*Aunya Byrd	Dean of Arts and Sciences
*Art Hall	Dean of Workforce Development and Continuing Education
Rose Spruill	Dean of Health Sciences
Dr. Natasha Schmittou	Dean of Interdisciplinary Programs
*Rebecca Barnard	Interim Dean of Interdisciplinary Programs
*Dr. Karen Sides	Former Dean of Interdisciplinary Programs
*Dr. Karlene Fenton	Former Dean of Southwest Campus
Paul Borrego	College Budget Officer
Tracy Ross-Garcia	Director of Community and Public Relations
Dr. Sharon Crockett-Ray	Director of Institutional Advancement
Dr. Maria Hinojosa	Director of Institutional Planning, Research and Effectiveness
Beautrice Butler	Director of Enrollment Management

*Previous member

The QEP development process used democratic methods as well as representative means to accomplish broad-based involvement. For example, the logo and topic were selected by popular institutional vote. The topic selection process as previously described spanned more than a year, afforded multiple opportunities for stakeholder input at every level of the organization and included input from external sponsors as well. Administrators, faculty, staff, students, alumni and external advisory committees were invited to join the St. Philip's College QEP development process by sharing ideas and best practices and/or by QEP committee service.

Phi Theta Kappa students provided student survey data and shared ideas with the QEP Core Team. Table 24 indicates Phi Theta Kappa officers at St. Philip's College.

Table 24	Phi Theta Kappa Honor Society: Psi Kappa Chapter Officers
Member	**Role**
Cassandra Alderete	Chapter President
James Mick	Vice President of Fellowship
Danni Hamilton	Vice President of Service
Jay McCoy	Secretary of Business and Finance
Naphtali Bryant	Vice President of Leadership
Hannah Mahaffey	IT Officer
Maria G Botello	Advisor
* Number of Members: 1,073	

As the QEP team was working to refine the focus of the topic, open-ended questions were included in data collection processes in order to garner feedback and generate ideas for strategies to accomplish the QEP. One venue used to accomplish this was through roundtable discussions at each Division Meeting in November 2014. Meeting with each Division enabled the QEP Core Team to achieve maximum participation in QEP development,

as all faculty and staff attend their Division monthly meeting. In November 2014, surveys were reviewed by the QEP Core Team and are the source of many QEP strategies included in the plan. Every entity/division at St. Philip's College contributed to QEP development either directly or through representation.

Input and feedback received from faculty regarding the previous QEP was considered in plan development. For instance, faculty reported that feedback regarding the quality and assessability of their individual assignments was needed. St. Philip's College QEP intends to address this need on an ongoing basis throughout the implementation plan by using best practice sharing and small group workshops. In addition to the contributions from the QEP Core Team, many individuals and groups shared ideas regarding development of the plan. Table 25 Broad-Based Involvement in QEP Development summarizes the variety of input types and groups participating in the plan development.

TABLE 25	**Broad-Based Involvement in QEP Development**	
Input Type	**Group**	**Date**
QEP topic suggestions	Deans and Directors Council	Spring 2013
Topic selection vote	Good to Great Retreat-Strategic Planning	May 2013
Feedback and consultation	Presidential Cabinet	Weekly Fall 2014 –Spring 2015
Topic selection survey 1	Faculty	Spring 2013
Topic selection survey 1	Staff	Spring 2013
Topic selection survey 1	Administrators	Spring 2013
Logo development	Marketing Committee	Bi-weekly Spring 2014– Fall 2015
Recommendations for the plan	QEP Steering Committee	Monthly Fall 2014-Spring 2015
Focus groups/walkabouts	Students in social settings	October 2014
SPC Constituent Survey	Faculty	November 5-14, 2014
SPC Constituent Survey	Students	November 5-14, 2014
SPC Constituent Survey	Administrators	November 5-14, 2014
SPC Constituent Survey	Staff	November 5-14, 2014
SPC Constituent Survey	Alumni	November 5-14, 2014
SPC Constituent Survey	External Advisory Committees	November 5-14, 2014
Phi Theta Kappa Student Survey	Student Club	November 2014
Open forum	Call to Conversation- administrators, faculty staff	November 11, 2014
Guided discussion	Applied Science and Technology Division	November 12, 2014 and March 25, 2015
Guided discussion	Arts and Sciences Division	November 12, 2014 and March 18, 2015
Guided discussion	College Services	November 14, 2014 and March 27, 2015
Guided discussion	Continuing Education	November 12, 2014 and March 27, 2015
Guided discussion	Health Sciences Division	November 19, 2014 and March 18, 2015
Guided discussion	Interdisciplinary Programs Division	November 12, 2014 and March 16, 2015
Guided discussion	Student Success	November 12, 2014 and March 27, 2015
Open forum	All College Meeting- administrators, faculty, staff	January 12, 2015
Open forum	Arts and Sciences Division	January 13, 2015
Open forum	Health Sciences Division	January 13, 2015
Open forum	Applied Science and Technology Division	January 13, 2015
Open forum	Adjunct Faculty Meeting	January 14, 2015
Call to Comment	SPC Constituents: proposal posted to website for public comment	April 2015

* Previous member

Deans and Directors Council was involved in the initial topic selection process for the QEP. As indicated by Table 26, the Deans and Directors Council includes all of the Presidential Cabinet plus additional individuals fulfilling senior leadership roles for St. Philip's College.

TABLE 26	Deans and Directors Council
Council Member	**College Role**
Dr. Adena Williams Loston	President
Maureen Cartledge	Vice President of Academic Success
*Dr. Sherrie Lang	Vice President of Student Success
George Johnson III	Interim Vice President of Student Success
Lacy Hampton	Vice President of College Services
Dr. Paul Machen	Dean of Student Success
Chris Beardsall	Dean of Applied Science and Technology
*Aunya Byrd	Dean of Arts and Sciences
*Art Hall	Dean of Workforce Development and Continuing Education
Rose Spruill	Dean of Health Sciences
Dr. Natasha Schmittou	Dean of Interdisciplinary Programs
*Rebecca Barnard	Interim Dean of Interdisciplinary Programs
*Dr. Karlene Fenton	Former Dean of Southwest Campus
Paul Borrego	College Budget Officer
Tracy Ross-Garcia	Director of Community and Public Relations
Dr. Sharon Crockett-Ray	Director of Institutional Advancement
Dr. Maria Hinojosa	Director of Institutional Planning, Research and Effectiveness
Beautrice Butler	Director of Enrollment Management
Christina Cortez	Director of Advising
Felipa Lopez	Director of College Services
John Orona	Director of Information and Community Technology
Sonia Valdez	Coordinator of Measurement and Evaluation
*Dr. Karen Sides	Former Dean of Interdisciplinary Programs

*Previous member

By including such a broad array of community members, St. Philip's College believes that the institution has energized the college and has galvanized a cross-campus effort. The same collaborative approach required to develop the QEP will be needed to ensure its successful implementation.

Much excitement has been generated within the college related to the onset of this QEP. Consequently, students are discussing ideas for special projects and faculty are discussing their plans for assignments to enable students to develop ethical decision-making skills. The administrative and organizational structure for the QEP, as explained in the previous chapter, demonstrates the many campus constituents that will be involved in

implementing the plan. The four strategies designed to implement the plan will also elicit broad-based involvement as the QEP deploys. Administrators, faculty, staff and students will contribute to and guide the implementation process.

BROAD-BASED INVOLVEMENT IN IMPLEMENTATION

St. Philip's College faculty and staff will participate in Professional Development Week QEP activities and engage students in assigned courses in a discussion of ethical decision-making. Faculty instructing students in courses which will be directly assessed will also benefit from small group workshops developed by the QEP Implementation Team in order to assist with assignment development. In addition to development of and facilitation of small group faculty workshops, the QEP Implementation Team will function to instigate and manage a Learning Commons for best practice sharing, facilitate roundtable QEP discussions at Division Meetings and review QEP progress reports and other forms of feedback in order to make recommendations for continuous improvement as the QEP is implemented. The QEP Implementation Team was formed and began its work during Spring 2015 to enable adequate preparation to begin QEP implementation in Fall 2015. Members of the QEP Core Team, members of the QEP Steering Committee and additional needed individuals comprise the QEP Implementation Team. Table 27 (pg. 49) describes individuals and their role on the QEP Implementation Team:

TABLE 27	QEP Implementation Team	
Team Member	**Team Role**	**College Role**
Laura Miele	Director	Faculty/Health Sciences
Irene Young	Director	Faculty/Arts and Sciences
Dr. Paul Machen	Director	Dean of Student Success
Dr. Maria Hinojosa	Assessment and Data Analysis	Director of Institutional Planning, Research and Effectiveness
Luis Lopez	Faculty Professional Development Coordinator	Director of Instructional Innovation Center
Dr. Christopher Davis	Member/CANVAS Learning Commons Facilitator	Faculty/Arts and Sciences
*Aunya Byrd	Member	Dean of Arts and Sciences
*George Johnson III	Member	Chair of Social and Behavioral Sciences
Jill Zimmerman	Faculty Workshop Coordinator/Facilitator/Webmaster	Faculty/Librarian/ Interdisciplinary Programs
Sean Nighbert	Best Practice Sharing Facilitator	Chair of Communication and Learning
Pamela Ray	CANVAS Learning Commons Course Facilitator	Faculty/Health Sciences
Sonia Valdez	Assessment and Data Analysis	Coordinator of Measurement and Evaluation/Student Learning Outcomes Assessment
Diane Hester	Member	Faculty/Arts and Sciences
Matthew Fuller	Faculty Workshop Coordinator Subject matter expert/Ethics instructor	Faculty/Arts and Sciences
Jill DeHoog	CANVAS Learning Commons Course Facilitator/Recorder	Faculty/Nursing Education
Johnny Rodriguez	Digital Media Specialist	Staff/College Services
Jason Fabianke	Member	Faculty/Arts and Sciences
Dr. Richard Johnson	New Student Orientation (primary)	Staff/Student Success
Ken Poff	Member	Faculty/Arts and Sciences
Kevin Schantz	Focus Group Coordinator (primary)	Staff/Student Success
John Martin	Focus Group Coordinator (alternate) New Student Orientation (alternate)	Staff/Student Success
Dr. Angie MacPherson Williams	New Student Convocation (primary) Special Projects (alternate)	Director of Student Life/Student Success
Maria Botello	Special Projects Lead	Staff/Student Success
Kimberly Cleveland	Student Representative	President of Student Government Association
Paul Borrego	Member	Staff/Budget Office
Tracy Ross-Garcia	Marketing and Public Relations Lead	Director of Community and Public Relations
Cassandra Alderete	Student special projects facilitator	Student/President of Phi Theta Kappa
Latonya Jones	Student representative	Student/President of Student Government Association
Andrew Hill	Best Practice Sharing Facilitator/Subject matter expert/Ethics instructor	Faculty/Arts and Science
Christina Cortez	New Student Orientation (alternate)	Director of Advising/Student Success
Rosalinda Rivas	Member	Staff/Student Success
Lydia Hannawi	Member	Staff/Student Success

*Previous member

Students engage in implementation of the QEP by creating special projects, offering feedback about course assignments, and completing learning activities related to ethical decision-making.

Staff contribution to the plan implementation will be essential. The Student Success Division will oversee student special projects and provide media to spread campus-wide awareness of ethical decision-making. In order to successfully assess progress of students and the College, the Student Learning Outcomes Assessment Office and Institutional Planning, Research and Effectiveness will provide support. Community and Public Relations will assist with community-wide awareness of ethical decision-making strategy. The Instructional Innovation Center will provide resources for faculty to use as they develop coursework for students. Table 28 illustrates faculty pioneering the first small group workshop which provided a hands-on professional development opportunity for QEP assignment preparation.

TABLE 28	**Volunteers for Pilot Faculty Workshop**
Name	**Department**
Dr. Jen Osborne	Communications and Learning
Marissa Ramirez	Communications and Learning
Chip Hannay	Communications and Learning
Diane Hester	Communications and Learning
Ty Williams	Communications and Learning
Jim West	Communications and Learning
Sandra Snavely	Social and Behavioral Sciences
Shirley Bass-Wright	Social and Behavioral Sciences
Matthew Fuller	Social and Behavioral Sciences
Robert De Luna	Social and Behavioral Sciences
Kelli Rolland-Adkins	Social and Behavioral Sciences
Penny Pfeil	Allied Health and Kinesiology
Heather McLachlan	Allied Health and Kinesiology

The St. Philip's College community will combine efforts to support student learning related to ethical decision-making skills and cooperatively implement the QEP with direct involvement of all relevant constituents.

Chapter 5

ASSESSMENT OF THE PLAN

This Quality Enhancement Plan contains a clearly stated goal as well as specific measurable student learning outcomes. Chapter 2: Focus of the Plan and Chapter 3: Institutional Capability provide information also pertinent to this assessment plan.

MEASURES OF GOAL AND OUTCOMES

QEP DEFINITIONS

In order to provide clarity, following are definitions of terms as they relate to this QEP:

- *QEP goal* - clear statement of the intent of the plan that leads to specific, measurable outcomes
- *QEP student learning outcomes* - skills, knowledge, behaviors and values the College expects students to achieve and demonstrate as a direct result of curricular and co-curricular activities implemented via the QEP
- *QEP objectives* - actions of the College required to attain the QEP goal throughout the five-year QEP
- *QEP strategies* - general statements describing the methods that will be used to implement the plan
- *QEP process outcomes* - predictable and demonstrable results of QEP strategy implementation that are used to measure the progress of each method as the plan is implemented

QEP GOAL AND LEARNING OUTCOMES

TABLE 10 **Goal**	**Student Learning Outcomes**
Students engage in specific measurable activities that will provide opportunities to enhance their ethical-decision-making skills.	1. Values: Students gain skills to assess their own values.
	2. Ethical Issues: Students identify and are knowledgeable of ethical issues.
	3. Perspectives: Students analyze various ethical perspectives

ASSESSMENT PLAN

ASSESSMENT OF THE QEP

The following assessments will provide data collection and analysis of the Quality Enhancement Plan. The assessments include both direct and indirect measures of student learning. As indicated by Table 29, assessment results will be analyzed by both the Coordinator of Measurement and Evaluation and the Director of Institutional Planning, Research and Effectiveness. Student learning outcomes, as illustrated in Table 10, will be assessed utilizing three assessment instruments: St. Philip's College QEP Ethical Decision-Making Personal Responsibility Rubric; Defining Issues Test, Version 2 (DIT-2) pre-assessment and post-assessment; and Personal and Social Responsibility Inventory (PSRI) pre-assessment and post-assessment. Indirect assessment will be conducted utilizing the Community College Survey of Student Engagement (CCSSE) 2015, 2017 and 2019 survey item results indirectly related to ethical decision-making.

TABLE 29	QEP Student Learning Outcomes Assessment				
Instrument	**Instrument Description**	**Dates for Assessment**	**Person Responsible**	**Population Assessed**	**SLOs assessed**
QEP Personal Responsibility/Ethical Decision-making Assessment Rubric (Direct Measures) (Existing Instrument)	**Rubric Assessment Ethical Decision-Making/ Personal Responsibility Rubric** Institutional process for assessing Ethical Decision-making/Personal Responsibility	Spring 2015 – Spring 2021 **Baseline: SP2015**	Coordinator of Measurement and Evaluation	Students in SDEV 0370 (FTIC students) and all students in courses in Foundational Component Areas of Communication, Language, Philosophy and Culture American History Government/Political Science	QEP SLOs 1,2,3
Defining IssuesTest 2 (DIT-2) (Direct Measures) (New Instrument)	Hypothetical moral dilemmas (evaluates ethical reasoning based on a maturity scale)	Spring 2016 – Spring 2021 **Baseline: FL2015**	Director of Institutional Planning, Research and Effectiveness	Students in SDEV 0370 (FTIC students) and all students in courses in Foundational Component Areas of Communication, Language, Philosophy and Culture American History Government/Political Science	QEP SLOs 1,2,3 (in theory)
Personal and Social Responsibility Inventory Assessment (PSRI) (Indirect and Direct Measures) (New Instrument)	Institutional Climate Measure + Case Studies designed for SPC QEP SLOs (Pre- and Post-Test) Selected items: SPERS 11 SACIN 9 ACIN 5 ACIN 10 PERS 1 PERS 6 PERS 8 ETHC 1 ETHC 3 ETHC 13 Case Studies	Cohort 1: **Baseline:Pre and Post - F15** Cohort 2: Pre and Post SPRING 2017 Cohort 3: Pre and Post SPRING 2018 Cohort 4: Pre and Post SPRING 2019 Cohort 5: Pre and Post SPRING 2020 Cohort 6: Pre and Post SPRING 2021	Director of Institutional Planning, Research and Effectiveness	All SPC Students	QEP SLOs 1,2,3
Community College Survey of Student Engagement Instrument (CCSSE) (Indirect Measures) (Existing Instrument)	Student Survey asks students questions about institutional practices and student behaviors that are highly correlated with student learning and retention Student Effort Survey Items to be tracked: 5b,d,e; 12e,j,l	Spring 2015-Spring 2021 **Baseline: SP2015**	Director of Institutional Planning, Research and Effectiveness	All SPC Students	QEP SLOs 1,2,3

DIRECT MEASURE: QEP ETHICAL DECISION-MAKING ASSESSMENT RUBRIC

St. Philip's College identifies institutional student learning outcomes through adoption of competencies defined by the Texas Higher Education Coordinating Board (THECB). In 2013-2014, the College adopted the new THECB competencies, called Core Objectives, as Institutional Student Learning Outcomes (ISLOs). They are Critical Thinking, Communication, Empirical and Quantitative Skills, Teamwork, Social Responsibility and Personal Responsibility.

To address challenges associated with this complex model, it was determined that a rotating two-year cycle (Cycle I and II) of assessment would best align with (THECB) institutional capability and higher education best practices. Table 30 shows details of the annual cycles.

The QEP decision-making rubric is a replication of this process, however personal responsibility is assessed annually and in contrast to the (THECB) assessment, each QEP student learning outcome is assessed.

TABLE 30	St. Philip's College Institutional Student Learning Outcomes Two-Year Cycle of Assessment By Foundational Component Area					
	Cycle I		**Cycle II**			
Foundational Component Area	Critical Thinking	Communication	Empirical and Quantitative Skills	Teamwork	Social Responsibility	Personal Responsibility
Communication	X	X		X		X
Mathematics	X	X	X			
Life and Physical Sciences	X	X	X	X		
Language, Philosophy and Culture	X	X			X	X
Creative Arts	X	X		X	X	
American History	X	X			X	X
Government / Political Science	X	X			X	X
Social and Behavioral Sciences	X	X	X		X	
All non-core courses	X					

Faculty develop assignments that measure student mastery of the Core Objective for a specific student learning outcome from the assessment rubric. They ensure that class instruction provides students with the opportunity to learn and practice the skill measured. For example, a personal responsibility/ethical decision-making artifact (such as a portfolio, speech or essay produced by a student) may address and be scored for Outcome 1 Values, and Outcome 2 Issues and Outcome 3 Perspectives. Therefore, it is important that when artifacts are submitted, the Core Objective(s) and student learning outcomes (SLOs) are identified and the assignment prompt provided so that assessors may conduct the appropriate assessments.

Artifacts are collected every fall semester and assessed in the spring semester. The sampling process used for core courses differs from the process used for non-core courses. For core courses, one section is selected per course. For non-core courses, a true random selection by number of sections is conducted. Submitted artifacts are scored by faculty assessors using a scale of Skillful, Emerging or Not Demonstrated. Each artifact is scored once by each of two independent assessors for each Core Objective.

The dean and chairs of the Arts and Sciences division determined that a standard of 70% attainment of "Skillful" and "Emerging" would be an appropriate initial achievement target. The 70% standard guided SPC through its first two assessment cycles, after which targets will be reviewed and modified, if necessary, to reflect knowledge gained from results.

Baseline Data: Rubric Assessment Cycle II- Personal Responsibility

In Spring 2015, Rubric Assessment Cycle II Core Objectives were assessed under the (THECB) assessment model. These Core Objectives assessed in Fall 2015 included: Empirical and Quantitative Skills, Teamwork, Social Responsibility and Personal Responsibility. In order to determine validity and accuracy of the rubric, the Institutional Planning Research and Effectiveness Director collected and analyzed baseline data of the (THECB) pre-existing Assessment Rubric.

Statistics for 2014-2015, which incorporated the use of iRubric software, are as follows: Twenty-three course sections were assessed for personal responsibility using the Texas Higher Education Coordinating Board Core

Curriculum Assessment process. Preliminary analysis of Spring 2015 data illustrate that of the twenty-three sections assessed, a student enrollment of 725 existed, approximately 7% of the total student population at St. Philip's College. Each of the twenty-three sections assessed provided direct instruction in personal responsibility/ethical decision-making. Eighteen unique assessors completed 651 assessments for personal responsibility/ethical decision-making. Of these, 464 (71.3%) were valid; 187 invalid records were excluded from the analysis. Findings for personal responsibility/ethical decision-making indicate that 84.5% of the 461 valid assessments were scored in the Skillful and Emerging range meeting the 70% target.

Recommendations for Improvement

Upon data collection and analysis of the (THECB) Assessment process, institutional constituents determined to replicate the assessment process with three modifications. First, the QEP implementation would require annual assessment, consistent professional development calibration trainings and the assessment of all three student learning objectives.

One major change that would improve the rubric assessment process would be to shift resources in the assessment schedule from the previous QEP, which focused on critical thinking, to the new QEP which focuses on personal responsibility/ethical decision-making. Assessing all Core Objectives equally for core courses only, including Critical Thinking, and changing the cycles to equalize assessment burdens allows for annual assessment of personal responsibility/ethical decision-making. This assessment will include all dual credit and early-college high school core courses, as the (THECB) Assessment excludes this population.

Other improvements that could streamline the assessment process would be to better align learning activities to expected outcomes, improve quality of assignments through better alignment with assessment rubrics, as well as the following improvements to the process itself.

In order to directly assess student attainment of QEP student learning outcomes, "a true random sample", of student assignments from courses in the targeted foundational component areas will be collected by the Student Learning Outcomes Assessment Office each fall to prepare for the College Annual Assessment. Each artifact will be assessed using the QEP Ethical Decision-Making/Personal Responsibility/SPC Core Objectives Assessment Rubric (Appendix E) and a software program iRubric designed to assist with this process. A consistent and cyclical calibration process will be used prior to rubric assessment to establish inter-rater reliability. Faculty will review sample artifacts, assign scores and compare results among the group and adjust to the established standard. The standard will be based on the previous year's assessment results. The results of the assessment data will be reviewed, analyzed and shared with the College within two weeks of the assessment.

QEP ETHICAL DECISION-MAKING/PERSONAL RESPONSIBILITY ASSESSMENT RUBRIC

The existing SPC assessment rubric shares some areas of weakness in regards to reliability, validity and normative data. St. Philip's College core curriculum faculty, using objective tests as the demonstration of students' knowledge of ethical decision-making, will determine the validity of QEP assessment and implementation process. SPC core curriculum faculty must examine their objective tests to determine the construct validity of the assessments. In addition, the Office of Student Learning Outcomes under the guidance of the Director of Institutional Planning, Research and Effectiveness will determine the rubric's inter-rater reliability by checking to see if there are substantial differences in the way in which individual assessors use the

rubric to rate individual student artifacts. Specifically, the College will establish the degree of inter-rater reliability using intra-class correlations calculated from the results of Repeated Measures ANOVA performed through a collaborative effort by the SPC assessment and analysis team.

As a direct assessment measure of all QEP student learning outcomes, we will use St. Philip's College QEP Ethical Decision-Making/Personal Responsibility Assessment Rubric as seen in Figure 3.

Figure 3: Ethical Decision-Making/Personal Responsibility Rubric (Also Appendix E)

ALAMO COLLEGES

ST. PHILIP'S COLLEGE

***ETHICAL DECISION-MAKING/PERSONAL RESPONSIBILITY**
SPC CORE OBJECTIVES ASSESSMENT RUBRIC

Personal Responsibility: St. Philip's College students will demonstrate the ability to connect choices, actions and consequences to ethical decision-making.

***Ethical Decision-Making**: Ethical Decision-Making requires the ability to connect values and choices to actions and consequences.

STUDENT LEARNING OUTCOME	SKILLFUL	EMERGING	NOT DEMONSTRATED
Outcome 1 Values – Students assess their own ethical values and identify the origin of their values.	Student articulates an understanding of the impact the source of his or her ethical values has on his or her development.	Student states his or her own ethical values and the source of his or her ethical values.	Student states either his or her own ethical values or the source of his or her ethical values, but not both.
Outcome 2 Ethical issues – Students recognize ethical issues in the social context of problems.	Student recognizes ethical issues when presented in a complex context.	Student recognizes basic ethical issues within a given situation and demonstrates partial understanding of their complexities.	Student does not recognize the basic ethical issue.
Outcome 3 Perspectives – Students analyze alternative ethical perspectives and predict the ramifications of those perspectives to a situation.	Student applies ethical perspectives to an ethical question and specifies implications of the application of that perspective.	Student identifies two ethical perspectives of a situation and analyzes the implications of those perspectives.	Student does not apply ethical perspectives to an ethical question.

Adapted from the LEAP Ethical Reasoning VALUE Rubric and Palo Alto College's "General Core Assessment Rubric".

* Ethical Decision-Making was added to the title of the original SPC Personal Responsibility Rubric. Also added to the rubric is the EDM focus statement. These additions were included to align the rubric with the QEP.

DIRECT AND INDIRECT MEASURE: PERSONAL AND SOCIAL RESPONSIBILITY INVENTORY (PSRI)

The Personal and Social Responsibility Inventory (PSRI) is an institutional climate measure that was developed as part of the same *Core Commitments: Educating Students for Personal and Social Responsibility* initiative that led to the creation of the VALUE rubrics, which St. Philip's College referenced in development of our SPC Core Objectives Assessment Rubric. This alignment will support the validity of our findings. The College will purchase the Personal and Social Responsibility Inventory specifically for QEP assessment. All St. Philip's College students will receive the survey via email as a pre-test and post-test at the beginning and end of each spring semester. This approach will allow for multiple means of data extraction for analysis of student progression toward attainment of the three QEP student learning outcomes, provide a method for obtaining formative and summative assessment results and allow for measures of the College ethical decision-making environment.

In order to deliver both formative and summative assessment data for the QEP student learning outcomes, we will include a case study with assessment questions to provide direct assessment with each administration of

the Personal and Social Responsibility Inventory. Table 31 summarizes the survey items we will track from the Personal and Social Responsibility Inventory.

TABLE 31	PERSONAL AND SOCIAL RESPONSIBILITY INVENTORY SAMPLE SURVEY ITEMS TO TRACK FOR QEP		
Item	**FACTOR: STUDENTS' PERCEPTIONS OF THEIR GROWTH**	**Related student learning outcome**	**Related Process Outcome**
SPERS 11	My experiences at this campus have increased my ability to learn from diverse perspectives	3	2,3,4
SACIN 9	My experiences at this campus have helped me develop a better understanding of academic integrity	1,2	3,4
Item	**FACTOR: FACULTY ROLES IN ACADEMIC INTEGRITY**	**Related student learning outcome**	**Related process outcome**
ACIN 5	Faculty at this institution understand the campus academic policies	2	4
ACIN 10	Faculty reinforce the campus academic policies	2,3	3,4
Item	**FACTOR: GENERAL CLIMATE FOR PERSPECTIVE TAKING**	**Related student learning outcome**	**Related process outcome**
PERS 1	Helping students recognize the importance of taking seriously the perspectives of others is a major focus of this campus	3	3,4
PERS 6	Faculty at this institution help students think through new and challenging ideas or perspectives	1,2,3	3,4
PERS 8	This campus has high expectations for students in terms of their ability to take seriously the perspectives of others, especially those with whom they disagree	1,2,3	3,4
Item	**FACTOR: GENERAL CLIMATE FOR ETHICAL AND MORAL REASONING**	**Related student learning outcome**	**Related process outcome**
ETHC 1	Helping students to develop their ethical and moral reasoning is a major focus of this campus	1,2,3	2,3,4
ETHC 3	This campus helps students to develop their ethical and moral reasoning, including the ability to express and act upon personal values responsibly	1,2,3	2,3,4
ETHC 13	This campus provides opportunities for students to develop their ethical and moral reasoning in their academic work	1,2,3	3,4

Reliability, validity and normative data information for the PSRI are described in the PSRI Student Factor Analysis manual. Reliability is assessed primarily through the correlation scores between items and scales that comprise the five dimensions assessed through the instrument. The correlation scores range from .76 - .92 and have remained stable over the course of the 2012, 2013 and 2014 administration cycles. Factor analysis of Student Factors was used to identify scales both across and within each of the dimensions. Across-Dimension and Within-Dimension scale research illustrate reliability values. Recent research has found positive relationships between PSRI constructs and specific outcome measures, with the direction of these relationships demonstrating PSRI construct validity. Furthermore, data from the PSRI had been normed using 18,244 students at 27 institutions who have completed the current version of the PSRI initially administered in 2012. The means and standard deviations representing the national norms were computed using imputed and weighted data to adjust for bias. The published PSRI normative data will allow for comparative analysis of St. Philip's College students to similar institutions in the nation. Additionally, we will complete comparative analysis of PSRI survey results for designated cohorts in order to gauge our performance in implementing the QEP and extract data for individual courses to gauge the effectiveness of the St. Philip's College ethical decision-making teaching model.

DIRECT MEASURE: DEFINING ISSUES TEST, VERSION 2 (DIT-2)

The Defining Issues Test, Version 2 (DIT-2) uses a Likert-type scale to give quantitative ratings and rankings to issues surrounding five different moral dilemmas or stories. Specifically, respondents rate 12 issues in terms of their importance to the corresponding dilemma and then rank the four most important issues. The issue statements that subjects respond to are not fully developed stances which fall on one side or another of the presented dilemma. Rather, they are conceptualized as fragments of reasoning to which respondents must project meaning. Meaning is projected by means of moral reasoning schemas (each of which is explained below). A schema is a mental representation of stimuli that has previously been encountered, which allows one to make sense of newly experienced, but related, stimuli. As a respondent reads an issue statement that both makes sense to them, as well as triggers a preferred schema, that statement is given a high rating and ranking. Conversely, when a respondent reads an issue statement that is either construed as nonsensical or overly simplistic, the item receives a low rating. Patterns of ratings and rankings reveal information about three specific schemas of moral reasoning: the Personal Interests Schema, the Maintaining Norms Schema and the Post-Conventional Schema. The Personal Interests Schema is regarded as the least developmentally advanced level of moral reasoning. In operating primarily at the Personal Interests Level, the respondent takes into consideration what the protagonist of the story, or those close to the protagonist, has to gain or lose. The Maintaining Norms Schema is considered more advanced than the Personal Interests Schema, as it emphasizes more than the individual. At the Maintaining Norms reasoning level, law and authority are important, as each of these helps to uphold social order, which is paramount to this schema. A respondent who is predominantly using this schema will take into consideration what needs to be done in order to be compliant with the social order of society. Finally, the Post-Conventional Schema is regarded as the most developmentally advanced. At the Post-Conventional reasoning level, laws are not simply blindly accepted (as with the Maintaining Norms Schema) but are scrutinized in order to ensure society-wide benefit. A respondent who is primarily using this schema will focus on what is best for society as a whole and demonstrate principled reasoning (ethical decision-making).

Reliability, validity and normative data are described in the DIT-2 manual. The reliability for the DIT-2 is acceptable for this research as indicated by the inferential correlational analysis. The P index represents the percentage of subject responses demonstrating principled reasoning (ethical decision-making) and the D index provides data indicating whether or not the subject understands the test instructions. Test-retest correlations range from .71 to .82 for the P index and .67 to .92 for the D index. The values for Cronbach's alpha are .77 for the P score and .79 for the D score. To establish criterion-group validity, scores for students in various content courses and high school students were compared. Significant differences were found among the groups. ($F= 17.6$, p is less than .0001). Normative data analysis are extensive and are positively correlated with education, IQ and age of student groups. A direct relationship between this instrument's measurements and St. Philip's College QEP student learning outcomes has not yet been established. We theorize that we will be able to establish baseline data and make any needed adjustments to our articulation of the student learning outcomes based on benchmarks from other institutions using and recommending the DIT-2.

INDIRECT MEASURE: COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT (CCSSE)

The Community College Survey of Student Engagement provides information about effective education practice in community colleges. The survey's goal is to help colleges make informed decisions about targeted institutional issues. At St. Philip's College students participate in the survey every two years and the College receives an analysis of collected data. Findings from the survey over time will inform the College about student perceptions of their engagement with ethical decision-making activities at St. Philips College. Selected item analysis will

enable us to indirectly measure student attainment of the student learning outcomes at the institutional level. Additionally, we will be able to measure students' perceptions of increased institutional activities related to the methods we are using to implement the QEP. Table 32 illustrates items from the CCSSE that will be tracked to measure progress.

TABLE 32 COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT (CCSSE) SAMPLE SURVEY ITEMS TO TRACK FOR QEP			
Item	**Abbreviated student survey question …how has your coursework emphasized the following mental activities:**	**Related student learning outcome**	**Related process outcome**
5b	Analyzing the basic elements of an idea, experience, or theory?	1,2,3	2,3,4
5d	Making judgments about the value or soundness of information, arguments, or methods?	1,2,3	2,3
5e	Applying theories or concepts to practical problems or in new situations	1,2,3	3
Item	**Abbreviated student survey question: How has your college experience contributed to your knowledge, skills, and personal development in:**	**Related student learning outcome**	**Related process outcome**
12e	Thinking critically and analytically	1,2,3	3
12j	Understanding yourself	1	3
12l	Developing a personal code of values and ethics	1	3,4

Baseline Data: Community College Survey of Student Engagement (CCSSE)

St. Philip's College reviewed Community College Survey of Student Engagement (CCSSE) data results for Question 12l, "How much has your experience at this college contributed to your knowledge, skills and personal development in… developing a personal code of values and ethics?" to determine student perception of the College environment in this area. Response options for students included the following: very little, some, quite a bit, and very much. The results demonstrate that student perceptions regarding development of a personal code of values and ethics exceeded that of other large colleges and the national CCSSE cohort in 2009, 2011 and 2013. However, a trend comparison for St. Philip's College illustrates student perceptions regarding "development of a personal code of values and ethics" decreased: 2009 (58.2%); 2011 (55.3%); 2013 (53.6%) as seen below in Chart 1. Percentages displayed are the sum of student responses for "quite a bit" and "very much." This indicates College intervention is needed to reverse the downward trend and that a need exists to improve student skills in this area.

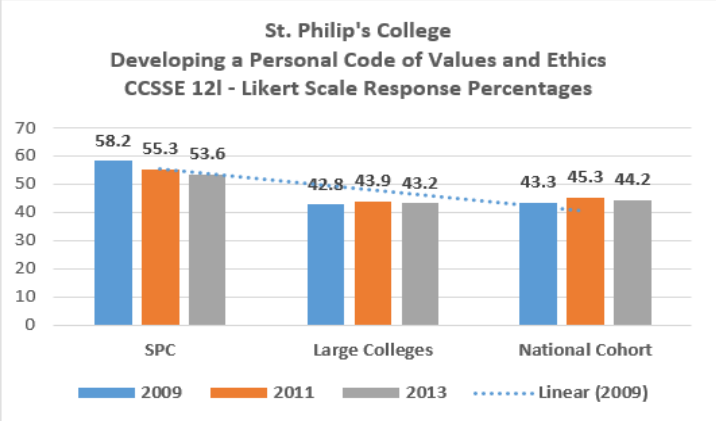


Chart 1: St. Philip's College Developing a Personal Code of Values and Ethics

Reliability, validity and normative data for the CCSSE are well researched and published. First, an equality of means test (*t* test) was used to examine differences in CCSSE benchmarks between different groups of students. Second, bivariate correlations were calculated for each possible pair of CCSSE constructs and outcome variables. Finally, each of these relationships was further examined through regression analyses to estimate the net effect of each CCSSE benchmark, engagement item cluster, and perceived Gains item cluster on each outcome measure (logistic regression was used for binary dependent variables, and linear regression was used for continuous dependent variables). Control

variables in the regression included gender, race and ethnicity, age, developmental math placement levels, part-time status, and a risk index created from CCSSE responses.

ADDITIONAL MEASURES

Additional measures to allow for continual improvement as we carry out the five-year QEP include institutionally developed evaluations and surveys. Annually, we will collect quantitative and qualitative information from our constituents. We will do this through student focus groups, Student Assignment Evaluations, Faculty/Staff Workshop Surveys and the QEP External Constituent/Alumni Survey. Incorporating this feedback into our processes ensures we continue to engage in our QEP with a broad-based effort. Ongoing assessment of student learning outcomes as well as assessment of the QEP implementation process allows for continual improvement as we carry out the five-year plan.

QEP STRATEGIES AND PROCESS OUTCOMES

To provide a means of assessing the success of each of our key strategies, we will monitor the stated process outcomes by survey analyses and feedback. Table 33 describes this relationship. Cross reference Tables 11-14, Chapter 2 pgs. 24 -28).

TABLE 33 **KEY STRATEGY**	**RELATED PROCESS OUTCOME**
Provide faculty and staff development to enhance skills and create learning activities that support student ethical decision-making skills.	1. Faculty and Staff will have support needed to provide quality ethical decision-making instruction and assignments which are valid for assessment as evidenced by results of QEP Faculty/Staff Evaluation Surveys conducted following all QEP faculty and staff professional development events.
Facilitate faculty-student best practice sharing	2. As a result of these methods, faculty and students will have continuously improving quality of assignments as data is used to make ongoing adjustments. This outcome will be measured by data from QEP Student Assignment Evaluations and student focus groups.
Engage students in ethical decision-making learning opportunities	3. Student engagement in ethical decision-making learning activities will increase as evidenced by select item analysis from the Community College Survey of Student Engagement (CCSSE), the Personal and Social Responsibility Inventory (PSRI), the Defining Issues Test, Version 2 and by direct assessment using the QEP Ethical Decision-Making Assessment Rubric
Develop SPC community-wide ethical decision-making awareness	4. Awareness of ethical decision-making emphasis at SPC will increase as evidenced by select item analysis from the Community College Survey of Student Engagement (CCSSE) Personal and Social Responsibility Inventory (PSRI), and External Constituent/Alumni Survey.

EVALUATING THE QEP AND MONITORING PROGRESS

The internal system for evaluating the QEP will be through collaborative efforts of the Student Learning Outcomes Assessment Office and Institutional Planning, Research and Effectiveness. The Student Learning Outcomes Assessment Office will conduct the direct assessment (rubric assessment) and will be responsible for collecting, analyzing and reporting results from this process. Institutional Planning, Research and Effectiveness will provide guidance and assessment expertise on all other instruments (CCSSE, PSRI, DIT-2) and will be responsible for collecting, analyzing and reporting results from these instruments. Table 34 (pg. 60) provides an overview of the process. These departments will coordinate with QEP Directors to collect data, analyze and synthesize it for the QEP Mid-year Progress Report and the Annual QEP Progress Report. The report will include QEP status information, data from all survey instruments, implementation, outcomes issues and resolutions. The report will be forwarded to the President, shared with the QEP Implementation Team and made public via the

QEP website. The results will be used to determine any needed adjustments to the Quality Enhancement Plan. Table 34 provides a summary of the implementation assessment cycle.

TABLE 34	ANNUAL QEP IMPLEMENTATION ASSESSMENT CYCLE
QEP OBJ. 1: Plan, implement, and assess the QEP process to ensure that the goal is met.	
1	The College provides the financial and physical resources necessary for successful implementation of the QEP.
2	The College provides the academic resources and supports the organization systems necessary for successful implementation of the QEP.
3	The College utilizes feedback from all constituents to evaluate the success of the QEP. Data is synthesized from Faculty/Staff Workshop Evaluations and the QEP External Constituent/Alumni Survey.
4	Students complete the following surveys: Community College Survey of Student Engagement, the Personal and Social Responsibility Inventory, Defining Issues Test, Version 2 and the QEP Student Assignment Evaluation.
5	The College publishes a QEP Annual Progress Report for institutional distribution detailing the status of all QEP objectives as well as plans to address areas needing adjustment. The QEP Directors prepare and distribute the report.
6	Cycle begins anew in next phase of the QEP.
QEP OBJ. 2: Assess student learning for attainment of ethical decision-making skills.	
1	Students demonstrate ethical decision-making in identified courses and through special projects.
2	Faculty teams assess student artifacts using the QEP Ethical Decision-Making Assessment Rubric.
3	QEP student learning outcomes are assessed with the PSRI and the DIT-2.
4	The College publishes a QEP Annual Progress Report for institutional distribution detailing the status of all student learning outcomes as well as plans to address any areas of weakness indicated by the report. QEP Directors prepare and distributes the report.
5	Cycle begins anew in the next phase of the QEP.

Careful consideration of how to assess both the QEP student learning outcomes and deliberate planning to assess the implementation and ongoing effectiveness of the QEP, as described in this chapter, demonstrates the deliberate intention of St. Philip's College to triangulate information from a variety of sources, consider input from all relevant constituents and support our value of data-informed decision-making. The number and selection of instruments chosen to gather QEP-related data, in addition to a clearly stated goal, objectives, student learning outcomes and process outcomes, provides a reliable method for QEP assessment.

CONCLUSION

St. Philip's College Quality Enhancement Plan: Ethical Decision-Making was designed and will be implemented by a broad array of campus constituents. We have worked diligently to energize the community and by using a broad-based method, we have been able to locate a specific approach that was selected by listening to the community. As a result, we believe this QEP will make a direct, positive impact on our students, faculty, staff and community.

Furthermore, by raising awareness of and skill at ethical decision-making, we will fulfill our mission to: *empower our diverse student population through personal and educational growth, ethical decision-making, career readiness and community leadership...* (2014-2018 Strategic Plan, mission statement, Appendix C). Our QEP addresses significant challenges raised by both the academic and workplace environments today as the need exists to increase awareness of ethical situations that our students will face at St. Philip's College and when they leave our community. As students apply various ethical frameworks to their daily lives, they will internalize the processes involved and gain skill at making ethical choices. A collaborative effort to facilitate student attainment of the three QEP student learning outcomes (values, issues and perspectives) guides this process. At the completion of this plan, we are confident that a focus on ethical decision-making will have assimilated into the campus culture and curriculum and a strategic planning process will perpetuate ongoing inclusion of ethical decision-making instruction sustainability.

Moreover, St. Philip's College is poised to make this a successful QEP. We have full administrative support, which provides substantial professional development opportunities. Because we were able to use students, faculty and staff in planning this QEP, we anticipate vigorous college-wide involvement. Equally important, this QEP has created synergy between the academic programs and the student life programs. We intend to take advantage of this positive energy and activity to create multiple opportunities for our student population. The faculty and staff of the college are in a position to take on this charge and are eager to coordinate QEP activities that will help our students better understand personal responsibility and how ethical decision-making functions in daily living.

Subsequently, as we engage our students in this QEP we expect to make adjustments as we discover best practices and challenges. We are eager to make improvements to the existing strategies and to institute new strategies along with our colleagues. Additionally, we are prepared to assess student learning outcomes and QEP implementation progress. We will intentionally and carefully evaluate our plan in order to continuously improve throughout the plan.

In the words of Artemisia Bowden, "It takes faith, hope and persistence to make a dream a reality." It is in our DNA to strive for something more and support student learning of transformative significance.

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APPENDIX A

CONTEXT MAP	MAY 2013 GOOD TO GREAT RETREAT			
Key Outside Trends	Lack of state and federal funding Unemployment/Under-Employment Delay in workforce retirement	Lack of student responsibility and accountability General attitudes of entitlement Cultural factors outweigh need for advancement, education is not always a family priority Students lack technology skills and or access	Student misapplication of financial funds Changes to Development Education scope/ sequence GED changes	Growing competition from online colleges, proprietary schools and military training programs
Key Internal Trends	AC directives – such as loss of employees, no external hiring, staffing ratios, retirement,, Faculty contact hour requirements Lack of effective communication with district regarding impact of financial decisions on the college, employees and students Budget constraints Fewer departments Campus Safety in light of national incident	Developmental education basic skills requirements Distance learning and access Larger average class size	Internal Process Improvement Systemization Driving innovation and creativity Unfunded, un-resourced mandates Need for more transparency District-wide reorganization without college voice	Loss of work studies Revenue mandates for CE Doing more with far less resources Performance reviews without consequences or incentives
Key Political Climate	Accountability Standardization	Local board initiatives Political elections	Funding by Success Points for student completion	Sequestration (military, veterans)
Key Economic Climate	State and Federal Funding decreases for credit and non-credit Enrollment – less revenue to serve more students Market pressure to retool and reskill students	Service industry / Administrative level jobs Impact of Eagle Ford Shale	Increase in Student Default rate Disposable income to spend on education	Bond capacity and rating Property taxes/values stabilization
Key Technology Factors	System level security Access, Ability, Availability Training & Maintenance	Alamo Colleges Online MyMap	Keeping up with trends in educational technology	Prospective student database not completely implemented in Banner
Key Student/Stakeholder Needs	Trained Skilled workforce Technology Assessing & responding to needs of community	Community – clear communication & shared vision Partnerships & involvement	ISP and Career Guidance Advising & Planning Cross-training Professional dev.	Financial literacy Career clusters/institutes Student personal development
Key Uncertainties	Funding (internal/external) Elimination of low enrollment programs Preparedness of incoming student	Competition (internal/external) Consolidation	Pell grants	Faculty and Staff ratios

APPENDIX B

ALAMO COLLEGES
ST. PHILIP'S COLLEGE

STRATEGIC PLAN
2014 - 2018

Mission Statement

St. Philip's College empowers our diverse student population through personal and educational growth, career readiness and community leadership.

Vision

St. Philip's College will be the best in the nation in Student Success and Performance Excellence.

Values

St. Philip's College is committed to building individual and collective character through the following set of shared values in order to fulfill our vision and mission.

Students First - Respect for All - Community Engaged - Collaboration - Can-Do Spirit - Data-Informed

Institutional Priorities

STRATEGIC OBJECTIVES		
	OBJECTIVE	**ACTION PLAN FY15-FY18**
1	**STUDENT SUCCESS** Provide academic and student support and align labor market-based pathways to achieve student completion.	a. Leverage and strengthen engagement with P-12 and industry partners to improve the college-readiness and transition of students from high school to college and to workforce. b. Increase student performance to exceed the state and national benchmarks (retention, graduation, transfer, job placement, and other key performance indicators). c. Increase overall student success by closing performance gaps between ethnic/racial, gender and socioeconomic groups. d. Deploy and streamline the MyMAP student experience to integrate advising, support and academic progress. e. Deploy and align a comprehensive approach to accelerate completion of the required AlamoPREP and AlamoREADY, aimed toward improving students' progress toward their academic and career goals. f. Assess and improve student learning outcomes/competencies for all academic and workforce/CE programs. g. Establish and deploy the Alamo Institutes to align our instructional and institutional system to labor market demand and career pathways. h. Improve access (through financial aid, scholarships, high school-to-college, and other programs)
2	**LEADERSHIP** Provide opportunities for St. Philip's College students and employees to develop as leaders.	a. Incorporate personal and social responsibility and critical thinking into the culture and curriculum of St. Philip's College. b. Incorporate personal and social responsibility into the SDEV and EDUC 1300 course c. Promote data-informed innovation, risk-taking and entrepreneurship. d. Implement two-way internal communication with students and employees to improve collaboration and teamwork and build trust to promote leadership.
3	**PERFORMANCE EXCELLENCE** Continuously improve our employee, financial, technological, physical and other capacities to enhance efficiency and effectiveness.	a. Deploy to scale performance excellence (Baldrige) approaches to ensure organizational sustainability through use of data, continuous improvement, and efficient and effective work systems. b. Build talent and engage employees with a focus on collaboration, application of knowledge and skills, and high performance teams. c. Ensure sound financial management with emphasis on cost containment Innovate and maximize technology to support student and employee success.. d. Develop environmental sustainability initiatives and processes. e. Improve partnerships and alliances by two-way communication with external communities.
4	**REAFFIRMATION** Successful submission of the decennial SACSCOC reaffirmation report.	a. Develop, refine and implement a project management process that engages the broad SPC community to address SACSCOC Reaffirmation Compliance and QEP requirements. b. Develop and implement strategies to ensure the issue of college autonomy is effectively addressed.

Process Improvement - SACSCOC Reaffirmation - Graduation, Persistence, Productive Grade Rate Improvement

ALAMO COLLEGES
ST. PHILIP'S COLLEGE

STRATEGIC PLAN
2014 - 2018

Mission Statement

St. Philip's College, founded in 1898, is a comprehensive public community college whose mission is to empower our diverse student population through personal educational growth, ethical decision-making, career readiness, and community leadership. As a Historically Black College and Hispanic Serving Institution, St. Philip's College is a vital facet of the community, responding to the needs of a population rich in ethnic, cultural, and socio-economic diversity. St. Philip's College creates an environment fostering excellence in academic and technical achievement while expanding its commitment to opportunity and access.

The college fulfills its mission by offering:

1) **General courses in arts and sciences leading to an associate degree.**
2) **Transfer education for students desiring to attend senior institutions.**
3) **Developmental courses that improve the basic skills of students whose academic foundations require strengthening.**
4) **Applied Science and technical programs leading to an associate degree or certificate designed to prepare students for employment and/or to update crucial skills.**
5) **Workforce and Career development training programs for business, industry and government.**
6) **Continuing education programs for occupational and educational enrichment or certification.**
7) **Counseling and guidance designed to assist students in achieving their educational and professional goals.**
8) **Educational support services including library services, tutoring, open use computer labs and writing center.**
9) **Services and appropriate accommodations for special populations, to include adult literacy and distance education.**
10) **Quality social, cultural, and intellectual enrichment experiences for the community.**
11) **Opportunities for participation in community service and economic development projects.**

Vision

St. Philip's College will be the best in the nation in Student Success and Performance Excellence

Values

St. Philip's College is committed to building individual and collective character through the following set of shared values in order to fulfill our vision and mission.

Students First - Respect for All - Community Engaged - Collaboration - Can-Do Spirit - Data-Informed

Institutional Priorities

SACSCOC Reaffirmation - Ethical Decision-Making - Graduation, Persistence, Productive Grade Rate Improvement

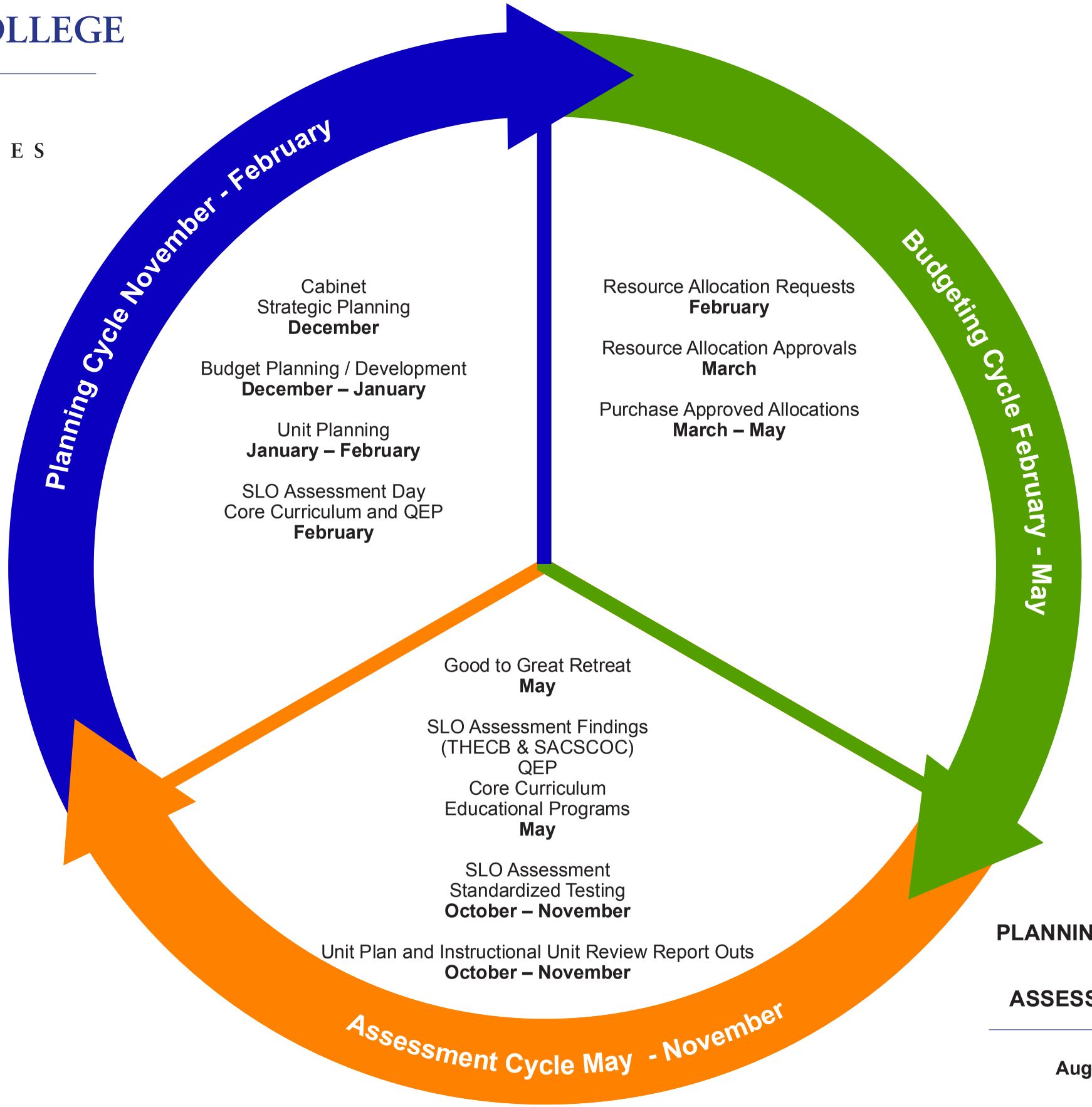
STRATEGIC PLAN
2014 - 2018

STRATEGIC OBJECTIVES		
	OBJECTIVE	**ACTION PLAN FY15-FY18**
1	**STUDENT SUCCESS** Provide academic and student support and align labor market-based pathways to achieve student completion.	a. Leverage and strengthen resources targeted to engagement with P-12 and industry partners to improve the college-readiness and transition of students from high school to college and to workforce. b. Increase student performance to exceed the state and national benchmarks (retention, graduation, persistence, transfer, job placement, and other key performance indicators). c. Increase overall student success by closing performance gaps between ethnic/racial, gender, socioeconomic groups, and other special population groups. d. Streamline and provide access to the MyMAP student experience to integrate advising, support and academic progress. e. Align and provide access to a comprehensive approach to accelerate completion of the required AlamoPREP and AlamoREADY, aimed toward improving students' progress toward their academic and career goals. f. Assess and improve student learning outcomes/competencies for all academic and workforce/CE programs. g. Establish and deploy the Alamo Institutes to align our instructional and institutional system to labor market demand and career pathways. h. Improve access (through financial aid, scholarships, high school-to-college, and other programs)
2	**LEADERSHIP** Provide opportunities for St. Philip's College students and employees to develop as leaders.	a. Incorporate ethical decision making into the culture and curriculum of St. Philip's College (ex: SDEV and EDUC 1300 courses) b. Promote current and accurate data-informed innovation, risk-taking and entrepreneurship. c. Build upon and foster two-way internal communication with students and employees to improve collaboration and teamwork and build trust to promote leadership.
3	**PERFORMANCE EXCELLENCE** Continuously improve our employee, financial, technological, physical and other capacities to enhance efficiency and effectiveness.	a. Deploy to scale performance excellence (Baldrige) approaches to ensure organizational sustainability through use of data and efficient, effective work systems. b. Build talent and engage employees through professional development with a focus on collaboration, application of knowledge and skills, and high performance teams. c. Ensure sound financial management with emphasis on cost containment. d. Innovate and maximize technology to support student and employee success. e. Develop, communicate, and implement environmental sustainability initiatives. f. Maximize two-way communication with internal and external communities.
4	**REAFFIRMATION** Successful submission of the decennial SACSCOC Focused Report and QEP Proposal.	a. Successfully submit and immediately address all fourteen SACSCOC principles/standards of non-compliance through the timely submission of the SACSCOC Focused Report and through adequate and informative preparation of the SACSCOC On-Site Visit in October 2015. b. Successfully submit the SACSCOC QEP Proposal that engages broad SPC community involvement through compliance of the following SACSCOC standards: Core Requirement 2.12 requires among other things an institution to develop a plan for increasing the effectiveness of its educational program relating to student learning and/or the environment supporting student learning and accomplishing the mission of the institution. Comprehensive Standard 3.3.2 mandates that the institution demonstrate institutional capability for completion of the QEP, involve institutional constituencies in both planning and implementation of the QEP, and establish goals and an assessment plan. c. Refine, implement and assess the QEP through broad SPC community involvement.

ST. PHILIP'S COLLEGE

ALAMO COLLEGES

ST. PHILIP'S COLLEGE



PLANNING, BUDGETING AND ASSESSMENT CYCLE

August 2015

APPENDIX E

ALAMO COLLEGES

ST. PHILIP'S COLLEGE

*ETHICAL DECISION-MAKING/PERSONAL RESPONSIBILITY
SPC CORE OBJECTIVES ASSESSMENT RUBRIC

Personal Responsibility: St. Philip's College students will demonstrate the ability to connect choices, actions and consequences to ethical decision-making.

***Ethical Decision-Making**: Ethical Decision-Making (EDM) is the ability to connect values and choices to actions and consequences.

STUDENT LEARNING OUTCOME	SKILLFUL	EMERGING	NOT DEMONSTRATED
Outcome 1 Values – Students assess their own ethical values and identify the origin of their values.	Student articulates an understanding of the impact the source of his or her ethical values has on his or her development.	Student states his or her own ethical values and the source of his or her ethical values.	Student states either his or her own ethical values or the source of his or her ethical values, but not both.
Outcome 2 Ethical issues – Students recognize ethical issues in the social context of problems.	Student recognizes ethical issues when presented in a complex context.	Student recognizes basic ethical issues within a given situation and demonstrates partial understanding of their complexities.	Student does not recognize the basic ethical issue.
Outcome 3 Perspectives – Students analyze alternative ethical perspectives and predict the ramifications of those perspectives to a situation.	Student applies ethical perspectives to an ethical question and specifies implications of the application of that perspective.	Student identifies two ethical perspectives of a situation and analyzes the implications of those perspectives.	Student does not apply ethical perspectives to an ethical question.

Adapted from the LEAP Ethical Reasoning VALUE Rubric and Palo Alto College's "General Core Assessment Rubric".

* Ethical Decision-Making was added to the title of the original SPC Personal Responsibility Rubric. Also added to the rubric is the EDM focus statement. These additions were included to align the rubric with the QEP.

APPENDIX F

11/21/2014

Southern Association of Colleges and Schools Commission on Colleges

QEP Methodology Timeline

Methodology

DOCUMENTATION of Methodology

Date	TIER	QEP Methodology	Total
Spring 2014			
10-14-2014	1	**Preliminary Data Collection/Student Focus Groups/Walkabouts** The first survey was distributed on 10-14-14 and yielded (N=84) student participant responses. These responses were collected in hardcopy format and transferred into an Excel spreadsheet for theme extraction by the researcher. A total of N=8 themes were extracted from the open ended student responses. These themes included the following: (Academic Responsibility, Non-Academic Responsibility, Compliance, Ethical Responsibility, Leadership, Respect, Hygiene, and "other"). Descriptive data illustrates the following mean percentages for the thematic responses:	**(N=84)**
10-15-2014	1	**Preliminary Data Collection/Student Focus Groups/Walkabouts** The second and third survey was distributed respectively on 10-15-14/10-16-14 (N=23). These responses were collected in hardcopy format and transferred into an Excel spreadsheet for theme extraction by the researcher. A total of N=8 themes were extracted from the open ended student responses. These themes included the following: (Academic Responsibility, Non-Academic Responsibility, Compliance, Ethical Responsibility, Leadership, Respect, Hygiene, and "other"). Descriptive data illustrates the following mean percentages for the thematic responses: Academic Responsibility=18%, Non-Academic Responsibility=35%, Compliance=21%, Ethical Responsibility7%, Leadership=7%, Respect=7%, Hygiene=1%, and "other"=1%, Non-Academic Responsibility + Ethical Responsibility = 42% (merged following review of thematic responses by an additional researcher).	**(N=23)**
11-5-2014	2	**SPC Constituent Survey** The SPC Constituent Survey was distributed from November 5, 2014 until November 14, 2014. On November 5th, 2014 the students, faculty, and staff, the 1,484 member alumni, and two external advisory committee email lists were sent the following SPC QEP constituent survey link: https://stphilipshealth.az1.qualtrics.com/SE/?SID=SV_aW4uNO4qJvjQNvf On November 6, 2014, one external advisory group was contacted to complete the QEP survey, following another external advisory group on November 7th and two external advisory committee on November 10th, 2014. The email was distributed by the Department of Community and Public Relations under the direction and supervision of Tracy Ross-Garcia. The population of participants included 1484 alumni and 469 external advisory committee members. Data analysis proved that over 68% of the total participants reported that ethical responsibility was the most important aspect of personal responsibility. Advisory external committee groups (N=469) included advisory committees from the Division of Applied Arts and Sciences and the Division of Health Sciences.	
11-6-2014	2	**SPC Constituent Survey** One external advisory group was contacted to complete the QEP survey	

		SPC QEP constituent survey link: https://stphilipshealth.az1.qualtrics.com/SE/?SID=SV_aW4uNO4qJvjQNvf	
11-7-2014	**2**	**SPC Constituent Survey** One external advisory group was contacted to complete the QEP survey SPC QEP constituent survey link: https://stphilipshealth.az1.qualtrics.com/SE/?SID=SV_aW4uNO4qJvjQNvf	
11-10-2014	**2**	Two external advisory group was contacted to complete the QEP survey SPC QEP constituent survey link: https://stphilipshealth.az1.qualtrics.com/SE/?SID=SV_aW4uNO4qJvjQNvf	
			Total (N=294)
11-5-2014 until 11-14-2014	**3**	**Phi Theta Kappa Student Survey** This data collection took place from November 5, 2014 until November 14, 2014. The Phi Theta Kappa Society Honor Society members were able to obtain at total of 90 valid responses to support the SPC constituent survey findings. On November 19, 2014, the Phi Theta Kappa Society Honor Society members confirmed that their qualitative findings reported that ethical responsibility proved to be the dominant theme among the students. Approximately 70% of the 90 surveys exhibited ethical responses.	**Total (N=90)**

(TIER 1-III) DETAIL/DESCRIPTION

	Tier I - Preliminary Data Collection/Student Focus Groups/Walkabouts	**Tier II - SPC constituent survey**	**Tier III - Phi Theta Kappa student survey**
	SACS COC QEP Methodology Members: Dr. Paul Machen, Laura Miele, Dr. Maria Hinojosa Duties: 1. Conduct a preliminary **mixed methods** analysis to narrow the focus of "personal responsibility. 2. Likert Scale survey distributed	SACSCOC QEP Methodology Members: Dr. Paul Machen, Laura Miele, Dr. Maria Hinojosa, Jason Easterling Duties: 1. Conduct a **mixed methods** analysis to narrow the focus of "personal responsibility. 2. Conduct a Mixed Methods Analysis on two primary themes: Ethical responsibility and Academic responsibility. 3. Likert Scale survey distributed	SACSCOC QEP Methodology Members: Members: The Phi Theta Kappa Society Honor Society members Duties: 1. A survey analysis of personal responsibility. 2. Demographic and open ended question distributed

APPENDIX G

2013 QEP PROPOSED TOPICS

The following table shows the 12 topics selected along with the narrative and/or links to best practices associated with each focus area.

TOPIC	DESCRIPTION
1. Communication (Writing Across the Curriculum)	A THECB Core Objective which includes effective development, interpretation and expression of ideas through written, oral and visual communication. Specifically, Writing Across the Curriculum (WAC) has been recommended. One definition: "Writing Across the Curriculum (WAC) describes a set of pedagogical practices grounded in the premise that writing plays an indispensable role in developing critical thinking skills and learning discipline-specific content, as well as understanding and building competence in the modes of inquiry and dissemination specific to various disciplines and professions." http://www.wac.gsu.edu/
2. Empirical & Quantitative Skills	A THECB Core Objective which includes the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.
3. Teamwork	A THECB Core Objective which includes the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
4. Personal Responsibility	A THECB Core Objective which includes the ability to connect choices, actions and consequences to ethical decision-making.
5. Social Responsibility	A THECB Core Objective which includes intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
6. Math Emporium (Modular Math)	"The emporium model has been successful for four reasons: •Students spend the bulk of their course time doing math problems rather than listening to someone talk about doing them. •Students spend more time on things they don't understand and less time on things they have already mastered. •Students get assistance when they encounter problems. •Students are required to do math." *Change the Magazine for Higher Learning*, http://www.changemag.org/Archives/Back%20Issues/2011/May-June%202011/math-emporium-full.html
7. Numeracy (Quantitative Literacy)	"A 'habit of mind,' competency, and comfort in working with numerical data. Individuals with strong QL skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate)." AACU Quantitative Literacy Value Rubric http://www.aacu.org/value/rubrics/pdf/QuantitativeLiteracy.pdf

8. Leadership	Objectives of the Alamo Colleges Student Leadership Institute: "offer fostering opportunities for students to develop leadership competencies while working on projects of social and civic engagement; enabling students to network with peers, experts, and organizations; encouraging students to conduct reflection on personal leadership values and experiences; and cultivating relationships and internship opportunities with state and national leadership institutes – from academia politics, government, nonprofit and for-profit organizations." http://www.alamo.edu/newsDetail.aspx?id=19457
9. Career Pathways	"Career pathways are an integrated collection of programs and services intended to develop students' core academic, technical and employability skills; provide them with continuous education and training; and place them in high-demand, high-opportunity jobs." http://en.wikipedia.org/wiki/Career_Pathways
10. Contextualization	"The high literacy goals of schools are best achieved in everyday, culturally meaningful contexts. This contextualization utilizes students' funds of knowledge and skills as a foundation for new knowledge. This approach fosters pride and confidence as well as greater school achievement." http://crede.berkeley.edu/research/crede/context.html
11. Faculty Advising	Faculty Development Workshop, Monday, January 14 Enhancing the Culture of Student Success and Persistence through Academic Advising - Role of the Faculty Dr. Charlie Nutt, NACADA Executive Director Academic Advising Today "…in the very center of this culture shift must be effective, intentional, and comprehensive **academic advising** for all students from their first step on our campus to their last step across the stage at graduation…" http://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/From-the-Executive-Director-Higher-Education-Focuses-on-College-Completion-–-Academic-Advising-at-the-Center-of-University-Efforts.aspx
12. Faculty Mentoring	"…Mentoring can take several forms including career exploration and life skills development. By pairing faculty or staff members with students over the course of a school year, with scheduled meetings in a comfortable environment, the students will be given the opportunity to talk about his or her academic needs, share his or her goals, and discuss concerns and needs…" The Faculty/Student Mentor Program at Westchester Community College: http://www.sunywcc.edu/student_services/academic_support/mentor/index.htm

APPENDIX H

TEAM 11

Case for Reqs/Stds:
_ CR2.12 QEP
_ CS3.3.2 QEP outcomes*
_ QEP DOCUMENT

ALAMO COLLEGES
ST. PHILIP'S COLLEGE

SACS REAFFIRMATION 2016 Agenda/Minutes

QUALITY ENHANCMENT PLAN
Steering Committee AGENDA/MINUTES
DATE: 11/25/2014

SACS COC
Southern Association of Colleges and Schools Commission on Colleges

ITEM	TIME	AGENDA ITEM	PRINCIPLE	ACTIONS	NOTES	ESCALATION ISSUE Y/N
	1:00	1		Update • Surveys select "Ethical Responsibility" • Mini-retreat 11.14.14 QEP core team completed a draft of QEP definition, goals, SLOs, focus statement and began working on strategies and assessment plan. This document was reviewed and revised based on feedback from the President's cabinet • Today core team drafts assessment, timeline, and implementation strategies	Shared current progress to this point	
	1:20	2		Questions	Answered questions to clarify our direction	
	1:30	3		Recommendations	Discussed any options suggested by the Steering Committee;	
	1:50	4		Next Steps • Marketing • Budget	Did not discuss marketing and budget due to absence from the meeting of key people.	

Laura Miele, Co-chair, recorder

ALAMO COLLEGES

ST. PHILIP'S COLLEGE

Quality Enhancement Plan (QEP) Topic Survey

The **QEP**, Quality Enhancement Plan, is a central part of the **2016 SACSCOC Reaffirmation Process** that is now underway. As part of this process, the college will develop a QEP Plan that identifies and targets for improvement a key aspect of our students' educational experience responding to SACS Core Requirement 2.12.

The college is in the process of identifying a focus area for the QEP. A number of focus areas have been proposed. We invite your input in helping to pinpoint the most important topics. As you consider the feasibility of each proposed topic, consider the five key components for a successful QEP.

> The final QEP will 1) embody an institutional process for identifying key issues emerging from institutional assessment, 2) identify a significant issue that focuses on learning outcomes and/or environment supporting student learning and accomplish the College mission, 3) show evidence of institutional capability for the initiation, implementation, and completion of the Plan, 4) include broad-based involvement of institutional constituencies and 5) identify goals and a plan to assess the achievement of those goals.

Thank you for your participation in this very important survey. Your input is very important in developing a successful 2016 QEP.

QEP TOPIC SELECTION SURVEY

Which category best describes you?

- Administrator
- Faculty
- Professional Staff
- Classified Staff

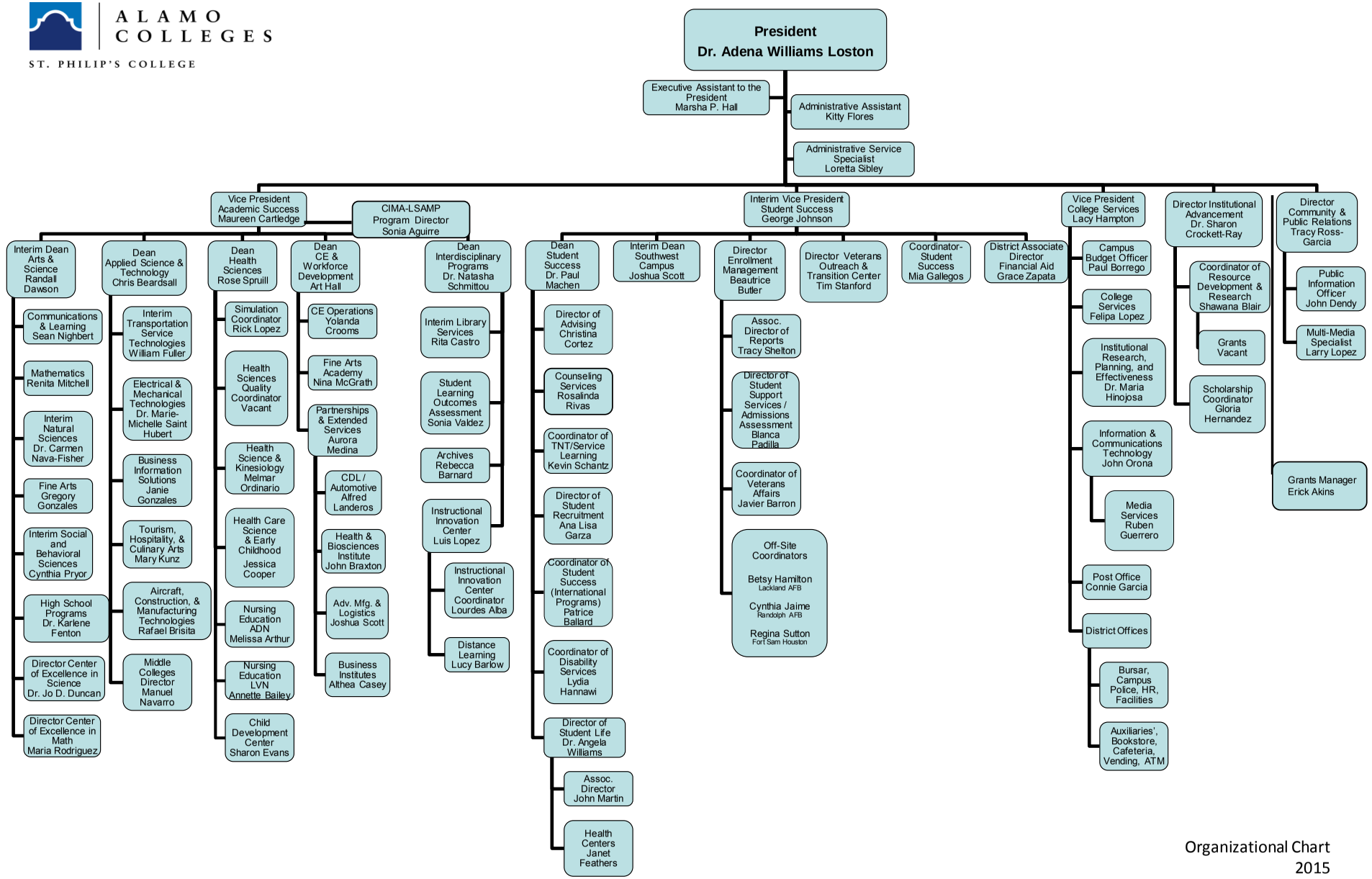
Please rank each topic from most important (5) to least important (1).

	Most Important (5)	Very Important (4)	Important (3)	Somewhat Important (2)	Not Very Important (1)
THECB: Writing Across the Curriculum					
THECB: Empirical & Quantitative Skills					
THECB: Teamwork					
THECB: Personal Responsibility					
THECB: Social Responsibility					
STEM: Math Emporium					
STEM: Numeracy					
Leadership					
Career Pathways					
Contextualization					
Faculty Advising					
Faculty Mentoring					
Other	Please add your recommended topic with supporting narrative that identifies and targets for improvement a key aspect of our students' educational experience.				

Questions regarding this survey may be addressed to svaldez@alamo.edu

APPENDIX J

ALAMO COLLEGES
ST. PHILIP'S COLLEGE

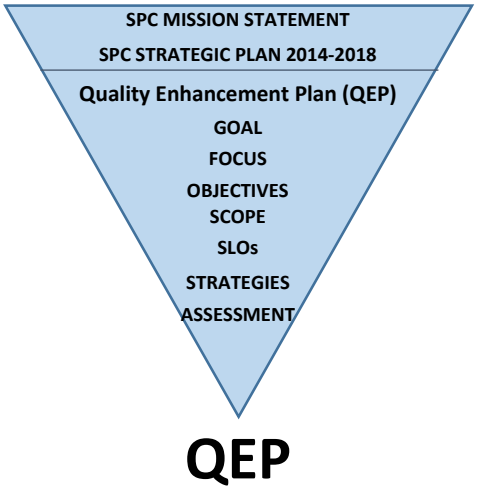


Organizational Chart
2015
8.19.15

APPENDIX K

Ethical Decision-Making QEP Framework

ST PHILIP'S COLLEGE
QUALITY ENHANCEMENT PLAN



SPC MISSION STATEMENT: St. Philip's College empowers our diverse student population through personal and educational growth, career readiness and community leadership.

SPC STRATEGIC PLAN 2014-2018:
SPC Strategic Objective 2 – Leadership Provide opportunities for St. Philip's College students and employees to develop as leaders.

a. Incorporate personal and social responsibility and critical thinking into the culture and curriculum of St. Philip's College.

QEP GOAL: Students will engage in specific measurable academic activities that will provide opportunities to enhance their ethical decision-making skills.

QEP FOCUS: Ethical decision-making requires the ability to connect choices, actions and consequences.

QEP OBJECTIVES:

1. Plan, implement and assess the QEP process to ensure that the goal is met.
2. Assess student learning for attainment of ethical decision-making skills.

QEP SCOPE: Core courses that assess Personal Responsibility/Ethical Decision-making as part of the THECB Core Objectives Assessment requirements and EDUC 1300 and SDEV 0370.

QEP STUDENT LEARNING OUTCOMES:

1. Values- Students gain skills to assess their own values.
2. Ethical Issues - Students identify and are knowledgeable of ethical issues.
3. Perspectives – Students analyze various ethical perspectives.

QEP STRATEGIES:

1. Provide Faculty Development to enhance skills and create learning activities that support student ethical decision-making skills.
2. Facilitate faculty-student best practice sharing.
3. Engage students in ethical decision-making learning opportunities
4. Develop SPC community-wide ethical decision-making awareness

QEP SLO ASSESSMENT:

Assessment instrument/name	Description	Date for data collection	Assessment Owner	Person (s) Responsible	Date	Notes /actions	QEP SLO Assessed
Institutional Student Learning Outcomes (ISLO) Assessment Instrument (Direct Measures) (Existing Instrument)	**Rubric Assessment** Institutional process for assessing THECB Core Objectives	Spring 2015, 2017, 2019	Student Learning Outcomes (SLO) Assessment	Coordinator of Measurement and Evaluation	February (2015, 2017, 2019) Baseline 2015	Personal Responsibility/ Ethical decision-making Rubric	QEP SLOs 1,2,3
Community College Survey of Student Engagement Instrument (CCSSE) (Indirect Measures) (Existing Instrument)	**Student Survey** Asks students questions about institutional practices and student behaviors that are highly correlated with student learning and retention	Spring 2015, 2017, 2019	Planning, Research & Evaluation (PRE)	PRE Director	July 31 of administration years (2015, 2017, 2019) Baseline 2015	Benchmark – Student Effort Survey Items to be tracked: 4a, 4d, 4e, 6b, 10a, 13d1, 13e1, 13a1	QEP SLOs 1,2,3
Personal Assessment Inventory Instrument (PSRI) (Indirect Measures) (New Instrument)	**Institutional Climate Measure (Pre- and Post-Test)**	Cohort 1: Pre-F15; Post-F16 Cohort 2: Pre-F16; Post-F17 Cohort 3: Pre-17; Post-F18 Cohort 4: Pre-F18; Post-F19 Cohort 5: Pre-F19; Post-F20	Planning, Research & Evaluation (PRE)	PRE Director	8 weeks after test deployed	Population: All Students (Selected survey items to align with SLOs)	QEP SLOs 1,2,3

APPENDIX L

ALAMO COLLEGES

ST. PHILIP'S COLLEGE

Course:_____ Field of Study:_____

Demographics

What is your age group? A. 17 and under B. 18-24 C. 25-29 D. 40+

What is your gender? A. Female B. Male

QUESTION

What is your definition of personal responsibility?

PHI THETA KAPPA HONOR SOCIETY

APPENDIX M

ALAMO COLLEGES

ST. PHILIP'S COLLEGE

QEP Faculty/Staff Retreat-Repeat: An Introduction to Ethical Decision-Making

Agenda
August 18, 2015
Heritage Room
12:30 to 3:00 pm

Objectives:

1. Update faculty and staff on the progress of the Quality Enhancement Plan.

2. Provide an overview of Ethical Decision-Making.

3. Faculty and staff will understand the need to engage students in ethical decision-making learning experiences.

4. Faculty and staff participating in the retreat will know effective teaching strategies for engaging students in ethical decision-making.

Schedule:

12:30 to 1:00 pm	Light Lunch/Introductions/Ethical Decision-Making Activity
1:00 to 1:20 pm	What is QEP? What is our QEP? What is the role of faculty and staff in the QEP?
1:20 to 2:20 pm	Ethics Instructors Andrew Hill and Matthew Fuller present: An Overview of Teaching Ethical Decision-Making
2:20 to 2:40 pm	Questions & Answers
2:40 to 2:50 pm	Future Professional Development Opportunities
2:50 to 3:00 pm	Evaluation of the Retreat and Recommendations

APPENDIX N

ALAMO COLLEGES
ST. PHILIP'S COLLEGE

ETHICAL DECISION MAKING

QEP Ethical Decision-Making (EDM) Faculty Workshop (Pilot)

Agenda

Heritage Room

August 19, 2015

9:00 am to noon

Objective: Provide faculty resources to complete an assessable ethical decision-making assignment for the Quality Enhancement Plan.

9:00 to 9:15	Breakfast and Introduction: Review QEP, EDM Goal, EDM Focus, SLO's & Strategies
9:15 to 9:30	Why teach Ethical Decision-making? What is ethical decision-making?
	Resources for EDM assignments- Library- Jill Zimmerman
9:30 to 9:50	How to develop a quality assignment that is also assessable for the QEP: Discuss assessment of EDM – Personal Responsibility/Ethical Decision-Making Assessment Rubric, Community College Survey of Student Engagement (CCSSE), Personal & Social Responsibility Inventory (PSRI) and Defining Issues Test, Version 2 (DIT-2)
9:50 to 10:15	Case Studies – Andrew Hill and Matthew Fuller (EDM Process)
10:15 to 10:20	Break
10:20 to 10:55	Self-Reflection – Mike Moran (EDM Process)
10:55 to 11:40	Small group best practice sharing and assignment preparation
11:40 to 11:50	Report out of small groups
11:50 to noon	Brief Introduction of Learning Commons/Summary and Closing
Noon	Faculty Evaluation of the Workshop and Recommendations

APPENDIX O

St. Philip's College
Quality Enhancement Plan
Student Assignment Evaluation

ALAMO COLLEGES
ST. PHILIP'S COLLEGE

The St. Philip's College Quality Enhancement Plan serves to improve a particular aspect of student learning. QEP Focus: Ethical Decision-Making is the ability to connect values and choices to actions and consequences.

Please respond to the survey questions below, to further strengthen our Quality Enhancement Plan.

To what extent was your ethical decision-making QEP assignment relevant to your...

	1 - Not Relevant	2 - Not Very Relevant	3 - Relevant	4 - Very Relevant	5 - Extremely Relevant
Course	○	○	○	○	○
College Experience	○	○	○	○	○
Life Skills	○	○	○	○	○

Briefly describe your QEP ethical decision-making assignment that you completed.

How did this assignment influence your ethical decision-making?

Your feedback is important to us. Thank you for your completing this evaluation.

APPENDIX P

TEAM 11

Case for Reqs/Stds:
_ CR2.12 QEP
_ CS3.3.2 QEP outcomes*
_ QEP DOCUMENT

ALAMO COLLEGES
ST. PHILIP'S COLLEGE

SACSCOC REAFFIRMATION 2016 Agenda/Minutes

QUALITY ENHANCMENT PLAN
CORE TEAM AGENDA/MINUTES
DATE: 11/18/2014

SACSCOC
Southern Association of Colleges and Schools
Commission on Colleges

ITEM	TIME	AGENDA ITEM	PRINCIPLE	ACTIONS	NOTES	ESCALATION ISSUE Y/N
	1:00	1	PERSONAL RESPONSIBILITY	Phi Theta Kappa students report	President of Phi Theta Kappa and the group's IT specialist shared their student survey project and report related to personal responsibility. The students expressed a desire to work on a student led project related to personal responsibility: including developing an honor code, apps, increased use of student friendly (technology) as a means of communicating, etc. Dr. Machen to follow up on this possible strategy for the QEP	
		2		Review of the last week's activities: Division roundtable input and constituent survey results thus far	Reviewed and discussed	
	1:20	3		Subtask Committee status reports	reviewed	
	1:30	4		Develop Draft of QEP	The team completed a draft of QEP definition, goals, SLOs, focus statement and began working on strategies and assessment plan	
	7:00	5		Next Steps	Meet with Steering committee next week prior to 2nd mini-retreat to continue drafting the plan. Organize CANVAS and provide public access Establish an electronic means of collecting suggestions on the website	

Laura Miele, Co-Chair,

APPENDIX Q

TEAM 11

Case for Reqs/Stds:
_ CR2.12 QEP
_ CS3.3.2 QEP outcomes*
_ QEP DOCUMENT

ALAMO COLLEGES
ST. PHILIP'S COLLEGE

SACSCOC REAFFIRMATION 2016 Agenda/Minutes

QUALITY ENHANCEMENT PLAN
IMPLEMENTATION TEAM
AGENDA/MINUTES 3-31-2015

SACS COC
Southern Association of Colleges and Schools
Commission on Colleges

ITEM	TIME	AGENDA ITEM	PRINCIPLE	ACTIONS	NOTES	ESCALATION ISSUE Y/N
	2:00	1		Welcome and Introductions	All participants introduced themselves.	
	2:10	2		Review and approve Core Team Minutes and Steering Committee Minutes from last week	Minutes were approved as corrected (spelling of names Coleman & Kunz)	
	2:15	3		Update regarding progress of the QEP proposal	Dr. Hinojosa has the proposal. Preliminary approval has been obtained to begin implementation. The assessment plan is still being refined.	
	2:15	4		Timeline for Document Submission	The proposal document timeline was reviewed. August 31, 2015 is the deadline for submission of the plan to SACS. The on-site reviewers will have the plan prior to their October visit. Dr. Machen requested that the plan be distributed to Committee members after Dr. Hinojosa's approval rather than waiting for editing team to review/polish.	
	2:30	5		Update on Implementation Planning	Laura Miele recapped the task of the implementation team and the timeline was completed/updated. See Item #6.	
	2:45	6		Complete Implementation tasks timeline	**New Student Orientation**: Dr. Richard Johnson reviewed the planned slides for presentation. It was recommended that in this first discussion with students, the question "what is QEP?" should be included. Laura Miele recommended that the	

					objective on the slide be changed to the Student Learning Outcomes to include VIP (values, issues, & perspectives of others). The logo should also be added. It was recommended that a flash drive band be given to the students to commemorate their understanding of the QEP. Completion date: 4/28/15. **New Student Convocation:** due by 4/28/15. **Special Projects:** Ms. Botello requested more information. Laura Miele recommended that this be student driven, such as videos to be used as instructional tools. Dr. Williams shared information about a presentation "Date Rape or Drunk Sex" that proved to be a catalyst for good discussion among students. Sean Nighbert suggested this could be tied in to the current district-wide Title IX training. Dr. Williams is to investigate availability/copyright issues. **Focus Groups:** Preliminary open-ended questions to generate discussion will be provided by 4/28/15. Another purpose of these groups is to get feedback about assignments being used. John Martin suggested that there be two focus groups during the fall semester (2015) and two during the spring semester (2016) in order to obtain a comparative collection of data. The question of who these students would be was deferred for discussion with Dr. Hinojosa. **Academic Planner:** It was requested that the logo be added to this, as well as an app if able to be created in order to link virtual and physical content. Kevin Schanz is nailing down a timeline with the vendor and will have a report by 4/28/15. **All Access Pass**: The first draft has been turned in to Dr. Machen. This should be coordinated with Orientation slides and should include logo and objectives. Report due 4/14/15. **Student Handbook**: The handbook is on-line. The handbook already includes academic integrity guidelines. The log and objectives should be added. There is a question as to placement of this material. **Student Organization Handbook**: Dr. Williams reported that there is ongoing training with organization representatives. It is hoped that student organizations will pick up some of the special projects that relate to ethical decision-making. **Student Success Newsletter**: There is info	

					in April edition which will be distributed tomorrow. It was requested that this information be e-mailed to committee members ASAP. **Focus Statement in SPC syllabi shells:** This is being investigated and it has been determined that each VP has someone in their office who can edit syllabi shells. Placement of this material is yet to be determined, but it is agreed the closer to the top the better. The logo and focus statement should be included. **QEP SLOs in course syllabi of designated courses:** Report due 4/22/15. **Faculty Workshops**: Andy Hill and Matthew Fuller will present on how to integrate ethical decision-making into various disciplines. The pilot, scheduled for professional development week (fall 2015) will include 15 faculty. Dr. Machen requested that this remain budget friendly. **Master Teacher Certification:** Luis Lopez (not present) has requested resources for expanding the modules. Some information has already been incorporated into the Master Teacher curriculum. There is a Q&A with the current class scheduled for tomorrow. Laura Miele plans to attend and invites other members of the committee to join her. **Division Meeting Roundtables:** Outline with dates to be delivered by 4/19/15. **CANVAS QEP:** Until there is content, there is nothing to upload to the Learning Commons. Dr. Davis to initiate the structure of the Learning Commons and the team will get the resources. This will be a repository of information. Jill Zimmerman has uploaded nine articles to the Literature Review File in the QEP Canvas site that relate to implementation of the QEP topic in the classroom. **Tip of the Week:** The edits have been posted to CANVAS and will be e-mailed to all. Laura Miele pointed out that not every submission was appropriate for posting. The logo should also be included with the tip of the week. **Logo Results:** Selection "B" was the top vote-getter and although the final vote count has not been tabulated, this should not change the results. It was stated that it is important for PR to have a presence at these meetings in order to keep up momentum.	
	3:00	7		Next Steps	Assignments as above. Next meeting 4/14/15/.	

Approved

Laura Miele, Co-Chair,

APPENDIX R

St. Philip's College
Quality Enhancement Plan (QEP)
External Constituent/Alumni Survey

ALAMO COLLEGES
ST. PHILIP'S COLLEGE

The St. Philip's College Quality Enhancement Plan serves to improve a particular aspect of student learning and to satisfy requirements of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The topic for St. Philip's College five-year QEP is Ethical Decision-Making.

Your feedback is very important in helping us to continue a successful Ethical Decision-Making QEP. Thank you for your participation in this survey.

Did you graduate from St. Philip's College?

◯ Yes ◯ No

Graduation year? _____

Major _____

Are you an SPC advisory committee member?

◯ Yes ◯ No

Name of advisory committee _____

	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
I was aware of ethics education at SPC.	◯	◯	◯	◯	◯
SPC provides a foundation in ethics to use for a guide in decision-making processes for students.	◯	◯	◯	◯	◯
SPC provides clear expectations for students in terms of ethical behavior.	◯	◯	◯	◯	◯
SPC coursework has specific learning assignments dedicated to ethics education.	◯	◯	◯	◯	◯
SPC offers several opportunities for extracurricular involvement with ethical concerns.	◯	◯	◯	◯	◯
Students at SPC are challenged to seek out good decision-making on ethical issues.	◯	◯	◯	◯	◯
Students at SPC realize living out integrity is a life-long pursuit.	◯	◯	◯	◯	◯
I define success not just by results but also by the way the results are obtained.	◯	◯	◯	◯	◯
I try to set an example of how to do things the right way, in terms of ethics.	◯	◯	◯	◯	◯
SPC ethical guidelines are too idealistic for real world vocational endeavors.	◯	◯	◯	◯	◯
I would recommend that SPC maintain their ethics education goals for the foreseeable future.	◯	◯	◯	◯	◯

This survey was adapted from Hardin-Simmons University QEP Alumni Survey.

Comments

Your feedback is important to us. Thank you for your completing this evaluation.

APPENDIX S

ALAMO COLLEGES • ST. PHILIP'S COLLEGE • - • CHEM-CHEMISTRY

ALAMO COLLEGES

GENERAL CHEMISTRY II CHEM-1412

Full Term Spring 2014 Section 001.10684 4-3-3 Credits 01/21/2014 to 05/17/2014 Modified 08/19/2015

ALAMO COLLEGES
ST. PHILIP'S COLLEGE

St. Philip's College, founded in 1898, is a comprehensive public community college whose mission is to empower our diverse student population through personal educational growth, ethical decision-making, career readiness, and community leadership. As a Historically Black College and Hispanic Serving Institution, St. Philip's College is a vital facet of the community, responding to the needs of a population rich in ethnic, cultural, and socio-economic diversity. St. Philip's College creates an environment fostering excellence in academic and technical achievement while expanding its commitment to opportunity and access.

The college fulfills its mission by offering:

1) General courses in arts and sciences leading to an associate degree.
2) Transfer education for students desiring to attend senior institutions.
3) Developmental courses that improve the basic skills of students whose academic foundations require strengthening.
4) Applied Science and technical programs leading to an associate degree or certificate designed to prepare students for employment and/or to update crucial skills.
5) Workforce and Career development training programs for business, industry and government.
6) Continuing education programs for occupational and educational enrichment or certification.
7) Counseling and guidance designed to assist students in achieving their educational and professional goals.
8) Educational support services including library services, tutoring, open use computer labs and writing center.
9) Services and appropriate accommodations for special populations, to include adult literacy and distance education.
10) Quality social, cultural, and intellectual enrichment experiences for the community.
11) Opportunities for participation in community service and economic development projects.

St. Philip's College is committed to quality education, as such the focus of the 2016 Quality Enhancement Plan is ethical decision-making which is the ability to connect values and choices to actions and consequences.

For more information on the Quality Enhancement Plan, click **HERE (http://www.alamo.edu/spc/qep/)**.

MEETING TIMES

Lecture

Monday, Wednesday, 9:15 AM to 10:30 AM, SCI 308

Attendance for lecture will be taken at the beginning of class. Students who arrive after attendance is taken will be marked as late. Students must sign the class attendance sheet in order to be marked as present or late. Students who fail to sign the attendance sheet will be marked as absent.

Laboratory

Wednesday, 12:15 PM to 3:00 PM, SCI 319

Attendance for laboratory will be taken at the end of the laboratory session. Students who arrive after the pre-laboratory lecture is given will be marked as late. Students must sign the class attendance sheet in order to be marked as present or late. Students who fail to sign the attendance sheet will be marked as absent.

CONTACT INFORMATION

Assistant Professor: Dr. Christopher B. Davis

Email: cdavis192@alamo.edu (mailto:cdavis192@alamo.edu)
Office: SCI 309J
Phone: (210) 486-2556

Students are not required to set up an appointment with the instructor to meet with them during office hours. It is recommended to either email, Canvas (http://alamo.instructure.com) message, or speak with your instructor about your intention to meet during office hours. The instructor can then better prepare for your visit and maximize the time alloted to assist you.

One on one assistance during office hours in the Byrd Sanctuary may be limited depending on the number of students in the tutoring center when you arrive.

Office Hours:

Monday, 1:00 PM to 4:00 PM, SCI 309J

Tuesday, Thursday, 9:00 AM to 10:00 AM, SCI 309J

Tuesday, 2:00 PM to 5:00 PM, SCI 309J

Friday, 9:00 AM to 11:00 AM, SCI 202 (Byrd Sanctuary)

MATERIALS

Students are required to purchase all required course texbooks, laboratory manuals, and online resources. However, a student is not under any obligation to purchase a textbook from a college-affiliated bookstore. The same required textbook may also be available from an independent retailer. Students may purchase their textbook and course materials prior to the first class meeting, but they are advised to confirm the ISBNs and titles of those materials before purchasing.

Chemistry: A Molecular Approach

APPENDIX T

SPC College Scorecard FY 2014

Data Update 04-16-14 Office of Planning, Research and Effectiveness

GOAL	MEASURE	BENCHMARK	Supporting Documents Leading Indicators	RESULTS					TARGET
GOAL 1 Access to Higher Education	Enrollment		• Labor Market Demand Data • Weekly Enrollment Report for Current/Upcoming Semester	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13	Fall 14
				10,280	10,828	10,710	10,313	10,238	TBD
	Productive Grade Rate	AC baseline (Fall 2006) = 67.3% Dual Credit = 93.8% Non-Dual Credit = 75.3%	• SLO Assessment Results (QEP and ETS) • Early Alert • Tutoring • Student Engagement (CCSSE Survey)	72.5%	71.4%	75.2%	77.4%	78.0%	80.5%
GOAL 2 Success / Completion	Course Completion	AC baseline (Fall 2006) = 80.2 % Dual Credit = 96.9% Non-Dual Credit = 89.5%	• Early Alert • Tutoring • Student Engagement and Satisfaction (CCSSE, Noel Levitz, End of Course)	86.3%	85.8%	90.4%	91.7%	92.1%	93.9%
	Persistence FT FTIC Fall-to-Fall	State & VLCC Best -LoneStar Cy-Fair = 66.5% VLCC Average = 55.7%, Statewide = 52.5% National (Northern Virginia, Fall 2011) = 69.0% AC developmental education 50.8%	• Student Satisfaction • On-Site Wait Times • Student Engagement and Satisfaction (CCSSE, Noel Levitz)	FY09	FY10	FY11	FY12	FY13	FY14
				51.2%	42.0%	41.6%	49.8%	49.9%	60.9%
	Graduation Rate FTIC 4-year	VLCC Best (South Texas) = 21.9% VLCC Average = 13.9%, State Average = 16.0% State best (Clarendon College) = 32.8% National (Maricopa, 2007 cohort) = 23.4% AC developmental education = 9.1%	• Enrollment • PGR • Early Alert • Tutoring	Fall 05 Cohort	Fall 06 Cohort	Fall 07 Cohort	Fall 08 Cohort	Fall 09 Cohort	Fall 10 Cohort
				9.3%	12.0%	12.7%	11.6%	11.3%	13.1%
	Degrees and Certificates Awarded	VLCC Best (Dallas) = 7,928 VLCC Average = 4,769 National (Maricopa, 2011) = 22,294	• Enrollment • PGR • Early Alert • Tutoring • Regulatory Compliance	1,284	1,415	1,433	1,434	1,416	1556 By 2015
GOAL 3 Pathways to Success	Employment % technical students employed within six months of graduation	VLCC Best (El Centro- DCCCD) = 82.7% VLCC Average = 74.1%, State average = 76.5% State Best (Brazosport) = 89.3%	• Graduation Rates • SLO Assessment Results (QEP and ETS) • Labor Market Demands • Licensure Pass Rates	63.7%	79.0%	75.9%	76.1%	78.6%	80.5%
	Transfer % FTIC students transferred to a senior institution in six years	VLCC Best (Collin) = 31.6% VLCC Average = 24.4% Statewide = 28.0% State Best (Blinn College) = 49.4%	• Graduation Rates • Persistence • SLO Assessment Results (QEP and ETS) • Labor Market Demands	FY09	FY 10	FY 11	FY 12	FY13	FY14
				10.5%	9.5%	10.0%	12.3%	11.7%	20.4%
	Licensure Passage	Sate Best (Austin) = 100% State Average = 91.4%	• SLO Assessment Results • PGR • Tutoring		88.1%	93.3%	90.1%	Pending	93.5%
GOAL 4 Performance Excellence	Best in the Nation		• Regulatory Compliance • Good to Great Implementation (Context Map, SWOT Analysis, Strategic Objectives, Action Plans, PBA Cycle Adherence) • Cycles of Improvement • College Climate (PACE Survey) • Student Engagement and Satisfaction (CCSSE, Noel Levitz) • SLO Assessment Results (QEP and ETS) • OUAPs completed and on time • TAPE Band Level Improvement • Employee professional development satisfaction • Funds spent appropriately and timely • Emergency Preparedness Assessments • On-Time, On-Budget Facilities Completion				FY12	FY13	FY14
							TAPE Band #	TAPE Band #	TBD
GOAL 5 Organizational Communication	Fundraising	2012/13 AC: SAC $422,507 PAC $185,825 NLC $114,140 NVC $196,244	• Monthly Status Reports • Golf Tournament weekly reports				$405,269	$492,991	$350,000